# Leadership Theory
DPLS 700-Fall 2015

Working Syllabi

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Leadership Theory
DPLS 700-Fall 2015
(3 credits)

COURSE INFORMATION

<table>
<thead>
<tr>
<th>Instructor: Kem Gambrell, Ph.D.</th>
<th>Day of the Week/Time: Saturdays 8 am-12 pm</th>
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<tbody>
<tr>
<td>Email: <a href="mailto:gambrell@gonzaga.edu">gambrell@gonzaga.edu</a></td>
<td>Dates: Sept 5, 19, Oct 3, 10, 24, Nov 7, 21 and Dec 5th, 2015</td>
</tr>
<tr>
<td>Phone: 509-313-3488</td>
<td>Location: Tilford 117</td>
</tr>
<tr>
<td>Office: Tilford 226</td>
<td></td>
</tr>
<tr>
<td>Office Hours: Please call or email for an appointment</td>
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School and Department Theme Statement:

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.

Course description:

Organizational, community and societal success is largely determined by the ability of individuals to lead and follow with integrity, authenticity, ethics, and a pragmatic sense of community, societal and global understanding. This course explores some of the dimensions of leadership to better prepare students for being a better leader. Participants will gain an understanding of leadership styles, and the traits, characteristics and dimensions that individuals bring to organizations and communities that create and influence culture and environment. Additionally, a number of self-assessments will help students develop a deeper understanding of self. Participants in the course will be involved in reading, small and class discussion, small group, experiential leadership exercises, case studies, self-administered leadership inventories and feedback sessions.

Upon completion of this course, learners will have sufficient background, skills, and resources to:

- Have a better understanding of self and others
- Have exposure to leadership theory, research and literature
- Learn about leadership theory and develop, contemplate and apply effective leadership skills to a variety of situations
- Begin to examine the ethical implications of leadership.
- Assess and analyze a case study utilizing course concepts.
DPLS Learning Goals:
As part of the DPLS learning community, students will:

1. Understand principles of contemplation and discernment in order to facilitate personal development and to become more authentic leaders.
2. Understand the role of ethics in leadership, and develop ethical reasoning and reflection skills that will enhance positive, healthy relationships and that will move self and others toward the goodness of life.
3. Inspire, create, and lead based on respect for and accountability to others, their organizations, and humanity as a whole.
4. Understand organizations as social constructions that are living, dynamic systems. This leads to purposeful thought, words, and action regarding the change process at the individual, organizational, and global level.
5. Through the practice of positive organizational leadership, develop the ability to seek goodness, engender and amplify it, in personal, organizational, and global systems.
6. Understand and prize diversity and promote global approaches to issues, with special attention to the implications of diversity for individuals, organizations, and societies.
7. Become increasingly committed to social justice, and through their participation in community activities, refining the skills relevant to bringing about more humane social institutions.
8. Develop research competencies that are founded on practices of rigorous scholarship and that inform a practice of seeking truth in social science.

Gonzaga Mission Statement

Gonzaga University is an exemplary learning community that educates students for lives of leadership and service for the common good. In keeping with its Catholic, Jesuit, and humanistic heritage and identity, Gonzaga models and expects excellence in academic and professional pursuits and intentionally develops the whole person -- intellectually, spiritually, physically, and emotionally.

Through engagement with knowledge, wisdom, and questions informed by classical and contemporary perspectives, Gonzaga cultivates in its students the capacities and dispositions for reflective and critical thought, lifelong learning, spiritual growth, ethical discernment, creativity, and innovation.

The Gonzaga experience fosters a mature commitment to dignity of the human person, social justice, diversity, intercultural competence, global engagement, solidarity with the poor and vulnerable, and care for the planet. Grateful to God, the Gonzaga community carries out this mission with responsible stewardship of our physical, financial, and human resources.
Teaching Methods & Course Requirements:

This course will primarily be taught through the use of seminar and class discussion, with use of case study and article review. The course will emphasize rigor in both reading and writing assignments. Thus, students are expected to prepare for class discussions (i.e. read) prior to coming to class. Classroom discussions and activities will center on discussion of the concepts, assigned articles/chapters, and application of the material.

Too actually “teach” leadership, use of a number of activities are needed to stretch and encourage critical thought and reflection. Sometimes, these activities can be uncomfortable. While it is not my goal to deliberately embarrass anyone or make the classroom overly uncomfortable, there may be times that during the activity the goal and rational for it are unclear or seemingly unnecessary. Please trust that the methodology is specifically intended to make a point, and other means to truly “teach” have not been found to be as successful.

My Course Philosophy:

My goal and philosophy of the course is to help students begin/continue to analyze leadership from a more global perspective, including how decision making impacts policy and practices from a multi-perspective mindset. Thus, consideration of not just how one thinks themselves, but also how to weave in a more global mindset understanding how policy and processes impact the greater whole. Thus, we will work to stretch our own understanding of self, others and the systems in which we all operate, and how these understandings effects the world in which we live.

❖ Required Texts/ Reading Materials:


Washington, DC American Psychological Association. (Required of program)


*(This book will not be read cover to cover, but rather a number of selected readings will be used in addition to other articles)

**Other course material will be posted on BB or emailed to class. Please check BB for weekly updates.
My Role:

My role in this course is NOT to lecture or provide lengthy videos or presentations, but rather to facilitate a process that allows us all to bring our own interests and expertise to the class. My goal is to provide materials, experiences, and knowledge that will encourage the class to interact with each other and engage in “in-depth” discussions of the readings and other course materials. As someone conscious that there are many learning styles, it is my goal and personal expectation to present material in a variety of ways to better help facilitate learning and comprehension. I encourage respectful exchanges and even differing opinions and hope to see us all learn from each other – including those who support our opinions/viewpoints as well as those who present opinions/viewpoints that differ from our own. My role will be to provide facilitation, guidance, encouragement and clarification (as needed).

How to “manage” Kem:

(Here are a couple of things to consider as you and I work together in and outside of the classroom)

1) I consider a graduate program to be a journey. Thus, I expect that you (and I) will learn and grow along the way.
2) Be patient with yourself, with me, and with your colleagues.
3) Communicate. I can’t help or advocate for you if I don’t know what is going on. I am happy to schedule a meeting with you to talk about your needs, and how you can be successful in the program. I have even been known to meet off campus for a cup of tea.
4) I am open to explaining things several different times and ways- if you are confused ask for clarification- it’s okay! And...I enjoy trying to explain the multiple options, so ask.
5) My desire and intent is to help you navigate class and the program successfully. Have some faith in the process, me and you.
6) The goal is to learn this stuff well, not get an “A”. Success is completing the journey (aka the diploma), not the grade. Please remember that the grade does not dictate how much or how well you have learned, or what you will do with the information in the future. So be here to absorb all you can.
7) I like to have fun and enjoy it- life is too short! I hope you want to have some fun as well. So let’s not take any of this too seriously.
8) Be open to the joy and the messiness of engagement, struggle, contemplation and stretching yourself, and helping your colleagues stretch. This is what growth and learning are all about. “Go where you have never gone before...”
How to “manage” graduate school:

1) Read with a dictionary. You will be learning a lot of new terminology and rhetoric.
2) Proof read your work, and have others read it as well. Nothing we do is in a vacuum, thus developing a habit of having others review and critique your work, both for grammar, spelling, APA and content is vital. This means having it done before the day it is due, and taking any and all feedback (this doesn’t mean you have to follow it, but at least consider it ;).
3) Study with others. Have conversations, learn from each other’s process, perceptions, and perspectives. This is the best, and most helpful piece of being in a face-to-face setting.
4) Graduate school, and specifically doctoral work is challenging. Thus, taking a copious number of credits does not work well here. The goal of doctoral work is to become such an adept topic expert, that you can create new knowledge from the subject matter. Thus, “getting through” is not the goal. Learning deeply and profoundly is.
5) Be curious, learn, explore, challenge yourself, and celebrate the journey/process.
6) Doing graduate work takes a lot of time and dedication by you, and those around you. Thus, diving in deeply while maintaining balance, sanity, and relationship is imperative (hence the 1-2 classes suggestion.
7) Perception check, about everything. Having peer mentors, an advisor, and colleagues is fantastic: thus, take polls, do interviews, and ask questions-survey the landscape and get on the balcony (Heifetz).

Students Role:

As a student in the DPLS program, your role is to actively engage in helping create, and being an enthusiastic colleague in the development and maintenance of a healthy and productive learning environment. To do this requires continued preparation, communication with the instructor and your classmates, as well as being willing to ask questions and contribute to understanding. In addition, coming with an open and curious mind-set, willing to explore and consider other perspectives is strongly encouraged. As a doctoral level learner, active contribution, participation and attendance are a necessity. Last, class attendance is imperative. It is not my role to re-construct class if you need to miss. Because “life” events do arise, and at times missing class may occur, please have a class colleague take notes for you, and inform you of class lectures, dialogues and events. Please be aware that DPLS has a class attendance policy that will be enforced.

Statement on Intercultural and Diversity Awareness:
This course will be conducted such that all perspectives, beliefs, world views, etc. will be welcomed, respected, and encouraged. As a doctoral level class, engaging with and learning from a multitude of perspectives is a necessity. It is also my firm belief that openness to others is a fundamental value and both an ethical and moral imperative. Please consult the Gonzaga Website at: http://www.gonzaga.edu/About/fed-state-regulatory-compliance.asp for a more complete expression of the University's position and commitment to these values.

It is my intention to conduct this course in such a manner that a clear respect for diversity is maintained throughout the course content, activities, and with materials used. This includes respect for treatment of materials related to gender, sexual orientation, disability, age, socio-economic status, ethnicity (race, nation, or culture), race (physical characteristics transmitted by genes; body of people united by common history or nationality), culture (beliefs, customs, arts, and institutions of a society), and other differences.

Academic Honesty:

As a doctoral student, DPLS expects the highest level of academic performance. As such, appropriate citation and “truth-telling” is not just a requirement, but also an expectation. For details on Gonzaga University's Code of Academic Honesty policy, please see: https://www.gonzaga.edu/campus-resources/Offices-and-Services-A-Z/Academic-Vice-President/AcademicHonestyPolicy2002.pdf

Title IX Statement:

Gonzaga University recognizes the inherent dignity of all individuals and promotes respect for all people. Sexual misconduct will NOT be tolerated at Gonzaga. If you have been the victim of sexual misconduct we encourage you to report this matter promptly. As a faculty member, I am interested in promoting a safe and healthy environment, and should I learn of any sexual misconduct I must report the matter to the Title IX Coordinator. Should you want to report to a confidential source you may contact the following:

- Gonzaga Health Center | 509.313.4052 | 704 E Sharp Avenue
- Gonzaga Counseling Center | 509.313.4054 | 324 E Sharp Avenue
- Any priest serving as a sacramental confessor or any ordained religious leader serving in the sacred confidence role. | 509.313.4242
- University Lutheran Community Services and SAFeT | 509.624.RAPE*

Writing:

Students will be held to graduate level writing expectations, which includes not only correct grammar and spelling, but also a higher level of critical thinking. For the DPLS
program, this includes writing clearly and concisely, as well as using APA Publication Manual (6th edition) standards. While it is my job to provide comments and feedback to students, especially in regards to course content, it is not my intent to edit student’s papers.

Unless otherwise noted, all assignments must be professionally produced. The references used in your written assignments should be scholarly (APA). You should critically assess the worth and potential biases of your sources when including anything other than scholarly works. Your citations should be primarily based on books, journal articles, etc. This includes appropriate citation. If needed, please use the Writing Center on campus for help and APA assistance.

Grading & Homework:

Leadership is at the core of effective business and organizational practice. Developing relationships with colleagues, active participation, thoughtful introspection, and the ability to examine the art and science of leadership are important leadership and classroom “tools”. With this in mind, listed below are the course assignments:

**Late work will not be accepted** unless mitigating circumstances and prior arrangements with me have been made. Being absent from class does not constitute cause from turning work in on time. Please discuss any conflicts with me, prior to missing class.

<table>
<thead>
<tr>
<th>Grading Scale:</th>
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<tbody>
<tr>
<td>100% - 98% = A+</td>
<td>87% - 84% = B</td>
</tr>
<tr>
<td>97% - 94% = A</td>
<td>83% - 80% = B-</td>
</tr>
<tr>
<td>93% - 90% = A-</td>
<td>79% - 78% = C+</td>
</tr>
<tr>
<td>89% - 88% = B+</td>
<td>77% - 74% = *C</td>
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<td><em>(Not passing at the doctoral level)</em></td>
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Methods of course evaluation:

- **Class attendance, participation and preparation:** (35% of course grade)
  - Class attendance, participation and preparation involves a variety of factors such as: coming to class prepared, listening, active engagement (offering insight and discussion regarding the relevant topic), and consideration of others perspectives respectfully; being prepared (which means reading before class); and class attendance (being physically, mentally, and emotionally present). Silent attendance or missing class will not earn full credit. As a graduate level course, you are expected to contribute to the learning and success of the class as well as yourself. This includes engaging and contributing.
Because this is a graduate level class that meets for eight sessions, missing class(es) may impact the students grade, and ability to be successful in the class. If for some reason, part or all of a class is missed, the student is expected to contact me prior to the class (phone or e-mail) and advise me of the circumstances. DPLS policy is that students cannot pass the class if they miss two sessions. I would strongly suggest, however, that students attend all classes for the full amount of time.

Assignments (usually handed out in class or posted prior to class on Black Board): (35% of course grade)

- There will be several shorter assignments due throughout the semester that include things such as personal assessments (i.e. completing self-instruments) and other short writings. One of these assignments is for the last class. Students will chose a chapter out of the SAGE book that has not been assigned, and report back to the class about this chapter providing an overview of the reading, and how it applies to leadership, and the leadership field. The other major assignment includes a paper regarding “What kind of leader you are, and want to be.” The intent of this paper is for students to apply the readings and self-assessments up to this point and reflect on what you have learned thus far about yourself, and where “you want to go” as a leader. Further information will be given in class.

Final paper: See criteria listed on Black Board (posted after class starts): (30% of course grade):

- The final paper will be assessing a case study through the lens of leadership theory. The intent is to have students more deeply explore one of the leadership theories, and develop further understanding around these topics. The paper will be assessed by how well it is written, how much depth and understanding the student shows in regards to leadership analysis of the case situation, and use of departmental criteria such as 6th edition APA. Further details and the case will be given later in the semester.
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<tr>
<th>Date/week</th>
<th>Topic</th>
<th>Readings</th>
<th>Assignment</th>
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| Week 1: Sept 5 | Introduction to course leadership (history of) | • See BB for article readings (skim these)  
• Chap 1, 3, 4 SAGE book | • Complete readings for class |
| Week 2: Sept 19 | Power and Influence in Leadership | • See BB for article readings  
• Chap 14-15 SAGE | • Complete readings and inventory |
| Week 3: Oct 3 (On-line week) | Motivation, personality and Leadership | • See BB for article readings | • Answer questions on Black Board and engage with your classmates.  
• Complete readings and inventory |
| Week 4: Oct 10 | Transformational, Full Range and Charismatic Leadership | • See BB for article readings  
• Chap 7, 22 SAGE | • Complete readings and inventory |
| Week 5: Oct 24 | Servant and Authentic Leadership | • See BB for article readings  
• Chap 26 SAGE | • Complete readings and inventory |
| Week 6: Nov 7 | Diversity and Gender differences in Leadership | • See BB for article readings  
• Chap 8, 12 SAGE | • Complete readings and inventory |
| Week 7: Nov 21 | Followers and Leadership | • See BB for article readings  
• Chap 24, 31 SAGE | • Due: “What kind of leader are you” paper (hard copy due at the start of class). |
| Week 8: Dec 5 | Other leadership aspects to consider/ The future of leadership | • Reading from SAGE of your choice. | • Class presentations |
| December 12th | | | Final Paper Due posted to BB link |