Leadership and Diversity
DPLS 706 – Fall 2016

Tentative Syllabi

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Leadership and Diversity  
DPLS 706 – Fall 2016  
(3 credits)

COURSE INFORMATION

| Instructor: Kem Gambrell, Ph.D. | Day of the Week/Time: Friday's from 6-10 pm |
| Email: gambrell@ Gonzaga.edu | |
| Office: Tilford 226 | Location: TBD |
| Office Hours: Please call or email for an appointment | |

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 Overview:
Leaders are in a privileged position to effect a transformation of perspectives on race, ethnicity, lifestyle, and understanding, etc. This course gives participants the opportunity to explore this potential, and, through life experiences and current literature, to assess their personal leadership styles and attitudes toward diversity. For administrators, managers, trainers, and leaders in any context, the goal will be to develop well-articulated positions and strategies for shaping a just response to issues surrounding leadership and diversity.

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.

Course Goals:

By the end of the course the student will be able to demonstrate the following:

- Examine different ways of considering diversity in the workplace and other communities;
- Explore strategies to look at cultural, ethnic, and racial differences and how that relates to leadership and citizenship;
- Analyze current issues regarding diversity including culture, race, gender, ethnicity, sexual orientation, physicality, religion, politics, and thinking;
- Improve understanding of how we deal with or with cultural differences;
- Develop strategies for just and effective leadership and decision-making regarding issues of diversity;
- Assess distinctions between leadership theories as they pertain to diversity.

❖ Required Texts/ Reading Materials:


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


**Other course material will be posted on BB. 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 expertise 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.
4) I am open to explaining things several different times and ways- if you are confused ask for clarification- it’s okay!
5) My desire and intent is to help you navigate class and the program successfully. Have some faith in the process.
6) The goal is to learn this stuff well, not get an “A”. Success is completing the journey (aka the diploma), not the grade.
7) I like to have fun and enjoy it- life is too short!
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…”

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.

**Grading Scale:**

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<thead>
<tr>
<th>Percentage Range</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>100% - 98%</td>
<td>A+</td>
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<tr>
<td>97% - 94%</td>
<td>A</td>
</tr>
<tr>
<td>93% - 90%</td>
<td>A-</td>
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<tr>
<td>89% - 88%</td>
<td>B+</td>
</tr>
<tr>
<td>87% - 84%</td>
<td>B</td>
</tr>
<tr>
<td>83% - 80%</td>
<td>B-</td>
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<tr>
<td>79% - 78%</td>
<td>C+</td>
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<tr>
<td>77% - 74%</td>
<td>C</td>
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</tbody>
</table>

**Grading Criteria:**

- **Class participation (40%)**:

At the doctoral level, course attendance is vital. Missing more than two classes requires that students re-take the course (DPLS policy). However please consider avoiding missing any classes if at all possible. A number of in-class activities will be conducted and active presence and participation is a must. In addition, often activities will be done in a small group format, so playing well and effectively with others is essential. Furthermore, a high degree of preparation, as well as quality and quantity of input will be expected. You are expected to participate each week and to come to class having read the material, prepared for dialogue and interaction with your classmates and I. If necessary, this may also include short in-class quizzes to encourage reading.

- **Assignments (30%)**:

There will be several shorter assignments within the class. **For each class assigned**, please write a 2-3 page (double spaced) reflection of what you read, and how it applies to leadership in general. These reflections are to show that you have read, as well as considered and are working to integrate the material. A “book report” will also be due. This will be a short paper (3-5 pages) about the book you have chosen, as well as how the book can be applied to understanding leadership better. A book list of potential suggestions will be handed out on the first class.
**Major assignments (30%)**:  
For the final paper, the students will be asked to write a final literature review paper on a diversity leadership topic of their choice. This “synthesis” will be graded for the application of course material, depth of analysis, clarity, accuracy, coherence and adherence to APA writing style. The intent is to have students more deeply explore a specific topic regarding a diversity and leadership topic. Grammar and punctuation will be included in the evaluation. Final class will include a short presentation on your paper topic. Further information will be given later in class.

<table>
<thead>
<tr>
<th>Date/week</th>
<th>Topic</th>
<th>Readings</th>
<th>Assignment</th>
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</thead>
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| **Week 1:** Sept 2 | Introduction to course | • See BB for article readings  
• (Eagly & Chin, 2010; Ayman & Korabik, 2010)  
• Chapters 1-3 Chin & Trimble book | Readings and short survey                       |
| Week 2: Sept. 16 | | • See BB for article readings  
• Chap. 8-9 Chin & Trimble book | Readings and short reflection paper             |
| Week 3: Sept 30 | | • Have chosen book read for book report.  
• Chap 4-5 Chin & Trimble book | Short discussion and presentation on book, as well as 3-5 page “book report” due for class (posted to BB). |
| Week 4: Oct 14th | | • See BB for article readings  
• TBD | Readings and short reflection paper |
| Week 5: Oct 28th | | • See BB for article readings  
• TBD | Readings and short reflection paper |
| Week 6: Nov 11th | | • See BB for article readings  
• TBD | Readings and short reflection paper |
| Week 7: Nov 18th | | • See BB for article readings  
• TBD | Readings and short reflection paper |
| Week 8: Dec 2 | Tying it all together and other topics | • See BB for article readings  
• Chap 6-7 & 10, Chin & Trimble book | Readings  
Short presentation on your paper topic |
| Dec. 11th | | | Final Paper Due |