

# **DPLS 700 Leadership Theory – Summer 2012**

Professor: James Beebe

Office Phone: 509-313-3484

E-mail: [beebe@gonzaga.edu](mailto:beebe@gonzaga.edu)

Office hours: Please call for an appointment: 509.313.3484

Room: Tilford 405

Dates: June 20, 27 July 4,11,13,18, 25, 6:00 to 10:00 pm

Addition of additional background information on Agency to Session 2, June 26. Note that summary table of assignments is still under construction. Dates of papers may change. Minor edits June 11, 2012. Changed Ciulla assignments for last three sessions. July 12: Link to new article on Servant Leadership, Session 4. Links on leadership philosophy corrected and expanded July 13. July 16: added optional reading on Islamic leadership. Session 6, July 24: new link to article on Steve Jobs in Wired.

## **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 as both leader and follower and involves an extended discussion on leadership provided by individuals.

## **Course objectives**

Define epistemological assumptions and frameworks related to thinking about leadership.

Apply the concept of agency and personal responsibility to leadership.

Create an autobiographical narrative describing your 'self.'

Explore a variety of leadership models, frameworks, and theories.

Critically evaluate leadership models, frameworks, and theories in light of paradigmatic sociocultural interpretations.

Explore gender as a persistent theme in leadership praxis and discourse.

Explore culture as a theme in leadership praxis and discourse.

Explore and discuss Servant Leadership and relate it to the broader themes of the courses.

## **Course Structure**

Most classes will open with a centering activity. My assumption is that the Blackboard postings will provide a review of the reading but some class sessions will include additional discussions on the readings and Blackboard posts. PowerPoint presentations on each chapter prepared by the publisher of the Northouse book are available as Blackboard documents. Class time will be

focused on critically questioning the readings and using the experience of members of the class and the instructor to create new understandings of the material.

While achievement of the objectives identified above is primarily the responsibility of the student, several different learning activities have been designed to facilitate this process. This course will use "Learning Teams." Everyone will be assigned by the instructor to a team with either three or four members. Reading, thinking about the reading by having to write about what has been read, and then applying the content of the reading to real world issues should help students gain a deeper understanding of the content. Written assignments are designed to provide opportunities to experiment with the application of concepts. Sharing written assignments with members of a Learning Team before class and class interaction making use of Learning Teams should help students learn from the experiences of each other. Students who have laptop computers may want to bring them since each Learning Team will need a laptop for some activities.

### **Information for Assignment to Learning Teams**

At least four days before the first class session, post the following information. Each individual posting should be a new thread (click on New Thread). Subject for the posting should be your first and last name. You may post greetings, etc. as replies to the postings of others.

1. Your name and the name you would like to be called. For example James Beebe, "James."
2. The number of courses you have already taken in the Doctoral Program and the number of other courses you are taking this term.
3. Your age (in general terms, such as 40-50).
4. A brief introduction to who you are, your work, your family, your dreams. Not more than four to six sentences (not to exceed 300 words).
5. Recognizing that there are many kinds of diversity, what diversity would you bring to a Learning Team.
6. Phone numbers and email addresses where other Learning Team Members can contact you.

\*\*If you do not have a Gonzaga University ID card with a picture, please get one as soon as you can (for out of town students, when you arrive on campus).

### **Optional Centering Activities**

Either as individuals or as groups, you are invited to sign up to provide a short centering activity, not to exceed 5 to 8 minutes. Centering activities are presented at the beginning of class and after the break. In the past, centering activities have included reading, chants, music, games, and art. Centering thoughts can be found in many places, including the optional book by Intrator and Scribner (2007). The centering activities are an opportunity to stretch your imagination while providing a change of pace as we begin class. Anyone interested in doing a centering activity during the first session, should send me an email and indicate your planned activity. During the first session, students will be given the opportunity to volunteer for subsequent class sessions. Please note this is voluntary and optional.

## **Web Based Syllabus, Email, and Blackboard**

It will make it easier to return to the course syllabus, and the Blackboard Discussion Board for the class if you add these to your "bookmarks" or "favorites." Expect this syllabus to change over the course of the term. Changes will be listed in the Announcements on Blackboard. The date at the top of the page indicates the date on which the syllabus was last changed. Depending on the Internet browser you use and how you have configured it (or in most cases the default setting), when you return to the syllabus, you may not see changes that have been made. Your computer saves a copy of the page and when you return to it, it brings up what was saved. To ensure that you are getting the most recent copy off the server you need to click on "reload" or "refresh."

If you have trouble accessing the Blackboard site, please contact desk top support (509 323 5550).

## **Assessment and Grading**

Everyone who completes all the assignments and actively participates can expect an A. Students who do not complete all the assignments can expect an Incomplete (I) until the assignments are done. Please note that after the new next term begins, even when the grade has been change, the I will remain as part of the grade on your transcript. For example, the I will become an IC. Problems getting the books and problems with technology are understood. Assignments, however, should still be done as soon as possible even if delayed. Timely completion of written assignments is critical, both for the individual and the other members of the class. Late submission of two or more written assignments (excluding the advanced assignment) or even one assignment that involves other students can reduce your grade by a half letter (for example A to A-). It is important to keep up. Taking longer than 50 days following the last class session to complete all assignments will reduce your grade by a full letter (for example A- to B-). Written assignments asking for comments on the work of others will not be "graded" or commented upon by the instructor. They are designed to facilitate mastery of the material covered in the course. You may receive an email from me that will not be posted to Blackboard. Assignments where you can expect written comments are noted. It is important to keep up.

NOTE. For written assignment to be posted to Blackboard, word numbers are the MAXIMUM. Everyone is encouraged to be as succinct as possible and to use less than the maximum numbers of words allowed.

## **Content Criteria for Blackboard posting and for papers**

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. 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 as well as headers and sub-headers are important and should weave your concepts, themes, and purposes together. Summaries and conclusions are also vital elements of good writing and should be appropriate.

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 should be provided.

Writing Academic Papers: Please see the DPLS Website/Wiki for information on writing academic papers. e.g., Scholarly Writing in a Nutshell

### **Required Texts**

Ciulla, J. B. (2002). *The ethics of leadership*. Belmont, CA: Wadsworth. ISBN 978-0155063174

Greenleaf, R. K. (1977). *Servant leadership: A journey into the nature of legitimate power & greatness (25th Anniversary Edition.)*. Mahwah, NJ: Paulist Press. ISBN-13: 978-0809105540

Heifetz, R. A., Linsky, M. & Grashow, A. (2009). *The practice of adaptive leadership: Tools and tactics for changing your organization and the world*. Boston, MA: Harvard Business Press. ISBN 978-1422105764

Kouzes, J. M. & Posner, B. Z. (2007). *The leadership Challenge (4th ed.)*. San Francisco: Wiley. ISBN 978-0-7879-8492-2

Northouse, P. G. (2010). *Leadership theory and practice (5th ed.)*. London: Sage. ISBN-13: 978-1412974882

### **Optional**

Intrator, S. M. & Scribner, M. (2007). *Leading from within: Poetry that sustains the courage to lead* Jossey-Bass 978-0787988692

Required papers in addition to the Blackboard posts.

Paper 1. Critical review in the form of an annotated bibliography of one book and one published paper dealing with leadership. Try to find a book and article that interests you and is not assigned for the course. See Additional References and Resources section below for possible suggestions.

Not to exceed 1,500 words (total including title, references, etc.) Use template. APA. Due Session 2. Updated June 11

Paper 2. Literature review for your final paper. Not to exceed 1,500 words. Should include at least three references. Use template. APA. Due Session 4.

Paper 3. Statement of personal philosophy of leadership. See "The Importance of a Clear Leadership Philosophy" by Ambler, 2006 <http://www.georgeambler.com/the-importance-of-a-clear-leadership-philosophy/>. Two additional resources, first about developing teaching philosophy <http://www.au.af.mil/au/awc/awcgate/milreview/leboeuf.htm> and the second about leadership Philosophy in the military <http://www.au.af.mil/au/awc/awcgate/milreview/leboeuf.htm>. Should include some, but not all, of the materials from the Literature review plus some additional references. Not to exceed 3,000 words. Use template. APA. Due Session 7.

## **Sessions**

### **Session 1: Introduction Leadership Studies and Being a Better Leader**

- DPLS conceptual framework [http://wiki.gonzaga.edu/dpls/index.php/The\\_Program#Conceptual\\_Framework](http://wiki.gonzaga.edu/dpls/index.php/The_Program#Conceptual_Framework)
- DPLS program outcomes. Blackboard Document
- Francovich. (nd). Leadership studies and the integration of content, context, and process (working paper) Blackboard Document (1g)
- Different approaches to discussing leadership and thinking about different approaches to leadership
- Northouse. (2010). Chapter 1
- Bass and Bass. (2008). The Bass Handbook of Leadership. New York, NY: Free Press. Selections from Part 1. Blackboard Document
- Burns (2003). Transforming leadership: A new pursuit of happiness. James MacGregor Burns. Selections from Part 1. Blackboard Document
- Northouse. (2010). Chapter 11 Team leadership
- Leadership studies vs leadership
- Leadership Studies Wikipedia NOTE: DO NOT QUOTE WIKIPEDIA ARTICLES [http://en.wikipedia.org/wiki/Leadership\\_studies](http://en.wikipedia.org/wiki/Leadership_studies)
- Alvesson. (1996). Leadership studies: From procedure and abstraction to reflexivity and situation. Leadership Quarterly 7(4): 455-485. Blackboard Document
- Gemmill and Oakley. (1992). Leadership: An alienating social myth? Human Relations 45(2): 113-129 Blackboard Document

### **Written Assignment/Blackboard Discussion Board**

1. Who would you identify as the leader you would most like to be like and why? (100 words)
2. One or two main differences between the study of leadership and leadership studies. (250 words)
3. Briefly compare and contrast the approaches to leadership in the readings by Burns, Bass, and Northouse. Which one resonates with you and why? (400 words)

## Session 2: Agency, Theory, and Introduction to Ethics

Introduction to the concept.

- Wikipedia article NOTE: DO NOT QUOTE WIKIPEDIA ARTICLES.  
Principal and agent problem [http://en.wikipedia.org/wiki/Principal\\_agent\\_problem](http://en.wikipedia.org/wiki/Principal_agent_problem)  
Limited relevance
- Agency (philosophy) [http://en.wikipedia.org/wiki/Agency\\_\(philosophy\)](http://en.wikipedia.org/wiki/Agency_(philosophy))
- Agency (sociology) [http://en.wikipedia.org/wiki/Agency\\_\(sociology\)](http://en.wikipedia.org/wiki/Agency_(sociology))
- Structure and agency [http://en.wikipedia.org/wiki/Structure\\_and\\_agency](http://en.wikipedia.org/wiki/Structure_and_agency)
- Eisenhardt. (1989). Agency theory: An assessment and review. *The Academy of Management Review* 14(1): 57-74. Blackboard Document
- OPTIONAL: Emirbayer and Mische (1998). What is agency? LONG ARTICLE READ FOR MAIN POINTS Blackboard Document
- Ciulla.(1998). Leadership and the problem of bogus empowerment. Blackboard Document
- Wren. (2006). A quest for a grand theory of leadership. Blackboard Document
- Walker. (2006). The theory and metatheory of leadership: The important but contested nature of theory. Blackboard Document
- Introduction to ethics and Leadership
- Northouse. (2010). Chapter 15, Leadership Ethics
- Price and Hicks. (2006). A framework for a general theory of leadership ethics. Blackboard Document.
- Ciulla. (1995). Leadership ethics: Mapping the territory. *Business Ethics Quarterly* 5(1): 5-28. Blackboard Document
- Ciulla. (2003). Chapters 1 and 2

### Written Assignment/Blackboard Discussion Board

1. What, if any, is the relevance of Agency to leadership? (300 words)
2. Why do you think a consideration of theory, grand theory, or meta-theory is relevant to leadership studies? (300 words)
3. Identify an example of Bogus empowerment, ideally where you were the guilty party in the bogus empowerment of others, and consider what made it bogus? (200 words)
4. Post paper 1.

### **Session 3: Approaches Part 1 and Some Related Ethics Issues**

- Northouse. (2010). Chap. 2. (Trait); Chap. 4. (Skills); Chap. 4. (Style); Chap. 5. (Situational); Chap. 6. (Contingency Theory); Chap. 12, (Psychodynamic )
- Ciulla. (2003). Chapters 3 and 4

### **Written Assignment/Blackboard Discussion Board**

1. Of the six different aspects of leadership that Northouse discusses in the reading, what is the most important but least obvious characteristic shared by all six? Justify your answer. (300 words)
2. Compare and contrast the two aspects of leadership discussed by Northouse that you find most interesting or relevant. (300 words)
3. Critically consider the extent to which concepts from Ciulla (2003) chapter 2, 3, and 4 are relevant to the two aspects of leadership you discussed in question 2. (300 words)

### **Session 4: Approaches Part 2 and Some Related Ethics Issues**

#### Transformational leadership

- Northouse. (2010). Chap. 9. Transformational leadership: Chapt. 10. (Authentic Leadership)

#### Servant Leadership

- Greenleaf, R. K. (1977). Servant leadership: A journey.
- Wallace. (2007). Servant Leadership: A Worldview Perspective. Blackboard Document
- Patterson, Kathleen (2003). Servant leadership: A theoretical model. Servant Leadership Research Roundtable  
[http://www.regent.edu/acad/global/publications/sl\\_proceedings/2003/patterson\\_servant\\_leadership.pdf](http://www.regent.edu/acad/global/publications/sl_proceedings/2003/patterson_servant_leadership.pdf)

#### Critique of servant leadership

- Dierendonck. (2010). Servant leadership: A review and synthesis. Journal of Management 20: 1-34. Blackboard Document
- Stone, A. G., Russell, R. F., & Patterson, K. (2005). Transformational versus servant leadership: A difference in leader focus. Blackboard Document

#### Ethics and leadership

- Ciulla. (2003) Under construction

### **Written Assignment/Blackboard Discussion Board**

1. Reflect on the extent to which transformational leadership actually worked in an actual, real-world situation with which you are familiar, or might have worked? (350 words)
2. What do you see as the major strengths and weaknesses of servant leadership? (300 words)
3. Consider ethical implications for both leaders and followers of transformational (or servant) leadership. (300 words)
4. Post paper 2.

### **Session 5: Women and Leadership**

- Northouse. (2010). Chapter 6, Women and Leadership
- Chin, Lott, Rice, and Sanchez-Hucles. (2007). Women and leadership: Transforming visions and diverse voices. Malden, MA: Blackwell. (selections from Overview, Chapter 1, Conclusion) Blackboard Document
- Kellerman and Rhode. (2007). Women and leadership: The state of play, Chapter 1, and Chapter 17 Disrupting gender, revising leadership. Blackboard Document

#### Ethics and leadership

- Ciulla. (2003) Chapter 5

#### Class Activities

- View in class Kay Walker's 1984 video One Fine Day  
<http://www.youtube.com/watch?v=IL8-7aKAxLg>
- Optional: Who are the women in the video?  
[http://wiki.answers.com/Q/Who\\_are\\_the\\_women\\_in\\_Kay\\_Weaver%27s\\_One\\_Fine\\_Day\\_music\\_video](http://wiki.answers.com/Q/Who_are_the_women_in_Kay_Weaver%27s_One_Fine_Day_music_video)
- Introduction to topics (a) impact of culture, (b) women's access to senior leadership positions, and (c) consideration of whether there are differences and what difference the differences make.
- View in class Chapter 5 (leadership) of Miss Representation. GU students can view the entire video online. <http://foley.gonzaga.edu>. Key Miss Representation into the PRIMO Quick Search dialogue box and at prompt enter GU username and password. Website for Miss Representation: <http://www.missrepresentation.org/>
- Shared discussion of messages we received as we grew up about the role of women as leaders.
- Discussion about factors that limit women's access to senior leadership positions.
- Small group activity: Advice we should be giving to our daughters or to other young women about what they will need to do.

- Discussion about the differences and whether they make a difference.
- Class activity. Consider that difference it would make in your leadership if you woke up tomorrow morning and had become the opposite sex. How would your leadership be different? How would you feel about the change?
- Discussion of Ethics related to Transformational leadership.

### **Written Assignment/Blackboard Discussion Board**

1. Based on the readings, what are the two most important characteristics that differentiate Women's leadership from non-Women's leadership? (300 words)
2. What is your opinion about whether the characteristics you identify in question 1 are gender/biological/cultural based? (300 words)
3. To what extent do the characteristics you identify in question 1 need to be leadership characteristics of everyone? (200 words)

### **Session 6: Culture and Leadership, Cross-cultural Leadership**

- Northouse. (2010). Chapter 14. Culture and Leadership.
- Hanges, Dorfman, Shteynberg, and Bates. (2006). Culture and leadership: A connectionist information processing model. *Advances in Global Leadership* 4, 7-37. Blackboard Document
- Smith and Peterson. (2002). Cross-cultural leadership Chapter 11 Blackboard Document
- Hannay. (2009). The Cross-cultural leader: The application of servant leadership theory. Blackboard Document
- Beekun and Badawi. (1998). Leadership: An Islamic perspective. Online and Blackboard Document
- OPTIONAL Significantly expanded treatment of topic. Beekun, Rafik and Badawi, Jamal (1999) The Leadership Process in Islam (used with the written permission of the authors). <http://makkah.files.wordpress.com/2006/11/ldrpro.pdf>
- OPTIONAL al-Huzaim 2011 Principles of Leadership, Islamic Heritage pp 23-25, 121-168 Blackboard Document
- Fu and Bergeon (2011) A Tao model: Rethinking modern leadership for transformation. Blackboard Document

### **Ethics and leadership**

- Ciulla. (2003) Chapter 6

### **Written Assignment/Blackboard Discussion Board**

1. Consider the extent to which "good" or "effective" leadership is universal. (250 words)

2. Since it is impossible to know about every culture, what if anything should a person know about culture if she is involved in providing leadership in a cross-cultural situation? (300 words)
3. What might be one implication of culture for improving followership? Justify your answer. (200 words)
4. What do you think the major arguments are for and against the Doctoral Program in Leadership Studies focusing on cross-cultural leadership? (350 words)
5. What difference does culture make to a consideration of ethics and leadership. Focus on an example (300 words). Change July 11

### **Session 7 Being a Better Leader and Wrap up**

- Potluck brunch at my house.
- Final paper, identified as paper 3, Presentation.
- Everyone should be prepared to make a short 5 to 6 minute presentation on their paper and have a hard copy to turn in. Equipment for power point presentations will be available.

#### Being a better leadership

- Parks. (2005). Leadership can be taught selections from Chapter 1, 2, and 10. Blackboard Document
- Heifetz et al. (2009). The practice of adaptive leadership. Entire book.
- Kouzes and Posner. (2007) Leadership Challenge. Entire book.
- Akusten, Ben (August 2012). The Story of Steve Jobs: An Inspiration or a Cautionary Tale? Wired 74-79 [http://www.wired.com/business/2012/07/ff\\_stevejobs/](http://www.wired.com/business/2012/07/ff_stevejobs/)

#### Wrap up

- Return to the issues of the difference between the study of leadership and leadership studies.
- Brief consideration of what the story of Steve Jobs says about Leadership and Leadership Studies.
- Return to the issue of the extent to which ethics is or should be at the center of what a leader does.
- Discussion of what worked and what needs to be changed the next time I teach the course.

### **Blackboard**

1. Post your final paper.

2. Optional. Post your presentation.

## Summary

Under construction

Meeting Content	Activity	Assignments
1 Introduction Leadership Studies and being a better leader	Group Activity - Images of Leadership	
2 Agency, Theory, and Introduction to Ethics		Paper 1 due
3 Approaches Part 1 and Some Related Ethics Issues		
4. Approaches Part 2 and Some Related Ethics Issues		Paper 2 due Greenleaf, R. K. (1977). Servant leadership: A journey.
5 Women and Leadership		
6 Culture and Leadership, Cross-cultural leadership		
7 Being a Better Leader and Wrap up	Wrap up	Paper 3 Due Heifetz et al. The practice of adaptive leadership Kouzes and Posner Leadership Challenge

## Additional References and Resources

- LeaderShop Classic Leadership Books:  
[http://www.leadershipnow.com/leadershop/leadership\\_classics.html](http://www.leadershipnow.com/leadershop/leadership_classics.html)
- Leadership Studies Wikipedia article. See Notable leadership scholars
- 25 Classic Leadership Books:  
[http://www.arnesonleadership.com/\\_blog/Bootstrap\\_Leadership\\_Blog/post/25\\_Classic\\_Leadership\\_Books/](http://www.arnesonleadership.com/_blog/Bootstrap_Leadership_Blog/post/25_Classic_Leadership_Books/)
- Best leadership articles:  
[http://www.businessweek.com/managing/company/business\\_leadership/](http://www.businessweek.com/managing/company/business_leadership/)

- Leadership Articles from Leadership Central.com: <http://www.leadership-central.com/leadership-articles.html#axzz1o5gc1aUF>
- The Washington Post: The 10 Best Leadership Books of All Times: [http://www.washingtonpost.com/blogs/post-leadership/post/the-best-leadership-books-that-belong-on-your-bookshelf/2011/04/01/AFcyWODF\\_blog.html](http://www.washingtonpost.com/blogs/post-leadership/post/the-best-leadership-books-that-belong-on-your-bookshelf/2011/04/01/AFcyWODF_blog.html)
- Great Leadership: 10 Free Leadership Videos: <http://www.greatleadershipbydan.com/2009/09/10-free-leadership-video-sites.html>