



DEPAUL UNIVERSITY

SCHOOL OF PUBLIC SERVICE

International by Design

Course Details

Course Number & Title: Values-centered Leadership, MPS 520

Term: Spring Quarter, 2009

Instructor: Patricia M. Bombard, BVM, D.Min.

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Vincent on Leadership: The Hay Project

<http://leadership.depaul.edu>

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Course Description

This course presents values-centered leadership as the emerging model of leadership in the 21st century. Students will learn foundational theory and study examples of values-centered leadership in an attempt not only to understand it but to internalize it. Through reading, critical reflection, study, and class presentations by fellow students and the instructor, students will be better able to be values-centered leaders and to call forth this kind of leadership in others. Students will engage in a cooperative learning model.

Prerequisites

There are no prerequisites for this course.

Learning Outcomes

- a. Students will be able to demonstrate sufficient and increased comprehension of a broad range of concepts, theories, and models related to values-based leadership.
- b. Students will identify what values they currently bring to their leadership and identify steps toward integrating values-centered leadership into their professional and personal lives.
- c. Students will identify their own personal leadership style and be able to recognize and discriminate among leadership styles and competencies associated with values-based leadership.
- d. Students will be able to describe the theories related to human psychological and spiritual development as well as how the positive and negative influences on the development of the human brain affect a person's ability to choose service-oriented over self-centered approaches to leadership
- e. Students will increase their skill and comfort with receiving and giving feedback on their work through cooperative learning.

Assignments

1. Cooperative Learning (20% of grade): Students will work in assigned groups of 3-5 for weekly dialogues on the assigned readings and lecture notes. Groups will be selected following completion of the introduction assignment. Students also will be expected to participate in a peer-review of one another's work on the Narrative Leadership Inquiry Project.
2. Assessments (40% of grade): During the course, students will complete a "baseline" values assessment (10%) and three assigned leadership assessments (30%). For each of the three leadership assessments, students will prepare a one-page (typed, double-spaced) personal reflection on their learnings that includes:
 - specific references to personal and professional values
 - assessment results in relation to leadership readings and lectures
 - steps toward integrating learnings within their specific leadership context.
 A copy of the written reflection will be submitted to the instructor via Blackboard within one week of the course session within which the assessment is assigned. Please see course calendar for details.
3. Narrative Leadership Inquiry Project (30% of grade) In the second half of the course, students will be required to conduct a brief interview of a person of their choice who holds a position with leadership responsibilities within a nonprofit or for-profit organization. The interview will focus on questions such as:
 - What is his or her personal and organizational mission and vision?
 - What are the values that inform his or her leadership style?
 - How would this leader describe his or her leadership style?
 - How does she or he integrate staff participation in decision-making?

-What current leadership challenges does she or he face, both personally and organizationally?

Upon completing the interview, students will then prepare a presentation to post online to the class for review, based on the interview. This presentation will include a summary of the interview, a description of the interviewee's leadership style, and the learnings gained by the student through reflection on the interview. Length: 4 type-written pages max.; or a short (15-20 slides) PowerPoint presentation.

Students will have an opportunity to sign up in the fourth week of the course for a date to post their interview on Blackboard for peer review. All interviews must be conducted and summaries posted by the end of Week 10 of the course (Sunday, June 7).

4. Leadership Action Plan – First Draft (10% of grade). In the final week of the course, students will participate in creating an action plan for their own leadership development using the resources provided on the website for DePaul's **Vincent on Leadership: the Hay Project** (leadership.depaul.edu) and other sources. Further instructions will be provided. A first draft of this plan must be submitted to the instructor by the final day of the course, Friday, June 12.

Course Reading Material

Required:

There are three books required for this course (available in DePaul bookstores, national bookstore chains and Amazon.com):

Leading with Values: Positivity, Virtue, and High Performance, edited by Edward D. Hess and Kim S. Cameron. Cambridge University Press, 2006. Available in the bookstore and electronically through DePaul University Libraries Books 24x7: Business Pro electronic collection.

StrengthsFinder 2.0, by Tom Rath, Galup Press, 2007. Available in the bookstore. Each student must purchase a copy of this book as it contains a unique number that will be entered to take an on-line survey, thus, book-sharing is not an option.

The Compassionate Brain by Gerald Hüther, Ph.D. Trumpeter Books. 2006

Additional required articles, book chapters and excerpts are indicated on the course schedule and outline included in the syllabus. Links are available in Blackboard under Course Documents.

Recommended Reading:

These following books are offered to supplement the required readings. Articles are listed on the course schedule and outline with links located in Blackboard under Course Documents.

Leadership and New Science by Margaret Wheatley. THIRD EDITION
Berrett-Koehler Publishers, Inc.; 2006

Learning for Sustainability by Peter Senge, Joe Laur, Sara Schley, Bryan Smith.
Society for Organizational Learning, 2006

Leading with Soul: Uncommon Journey of Spirit by Lee G. Bolman and Terrence E. Deal. Jossey-Bass Publishers, 1995.

My Stroke of Insight: A Brain Scientist's Personal Journey by Dr. Jill Bolte Taylor.
Viking. 2006. Also view the lecture by Dr. Jill Bolte Taylor on Ted.com at:

http://www.ted.com/index.php/talks/jill_bolte_taylor_s_powerful_stroke_of_insight.html

Spiritual Leadership: The Quest for Integrity by Leonard Doohan. Paulist Press.
2007.

Course Outline

Week 1: March 30- April 5

LIVE WIMBA SESSION: Saturday, April 4, 8:30 -10:30 a.m.

Additional Face to Face Session for those who can attend; others linked via Wimba practice session.

Theme: Values-Centered Leadership: Emerging Models
Topics: Introductions
Course Expectations and Assumptions
Review of Syllabus, Assignments, Textbooks
Lecture: "What's Changing About Leadership in Our Changing Times"
Readings: **Leading with Values:** Notes from Contributors,
Acknowledgements, Introduction (xi-8)
Compassionate Brain: Preliminary Remarks (1-15)

Recommended: "An Extraordinary Moment" presentation by the Global
Foundation for Community online at
<http://www.globalcommunity.org/multimedia.shtml>

Assignments: Online Introductions
Individual learning goals and objectives (Appreciative Inquiry)

Week 2: April 6 – April 12

Theme: “Leadership: Making Sense of the Moment We Are In”
Topic: Identifying Values for 21st Century Leadership
Readings: **Leading with Values**: Chapter 3 (55-67)
Compassionate Brain: Overview and Chapter 1 (17-28)
Recommended : **Leadership And The New Science** by Margaret Wheatley.
Introduction, 1-13. Available in Course Documents.

Assignments: Online Dialogue on Readings
Assessment and Written Reflection: “Baseline” values statement

Week 3: April 13- April 19

LIVE WIMBA SESSION: Saturday, April 18, 8:30 -10:30 a.m.

Theme: “The New Leadership Paradigm”
Topics: Leadership and the Science of the Brain
Reading: **Leading with Values**: Chapter 8 (151-171)
Compassionate Brain: Chapter 2.0 - 2.3 (29-61)
Recommended: **My Stroke of Insight: A Brain Scientist’s Personal Journey**
by Dr. Jill Bolte Taylor. Viking 2006. 12-20, 27-36. Available in
Course Documents on Blackboard. Also view the lecture by Dr. Jill
Bolte Taylor on Ted.com available at:
http://www.ted.com/index.php/talks/jill_bolte_taylor_s_powerful_stroke_of_insight.html

Assignment: Online Dialogue on Readings.

Week 4: April 20 – April 26

Theme: “How Values Become Practice”
Topics: Ethical Leadership, Decision-making
Lecture: “The Spirituality of Ethics”
Readings: **Leading with Values**: Chapter 1 (9-28)
Compassionate Brain: Chapter 2.4-Chapter 3 (61-82)

Assignments: Online Dialogue on Readings
Assessment & Written Reflection: Vincentian Leadership
Assessment available at:
<https://leadership.depaul.edu/secure/eng/IDevAssessSelf.asp>

Week 5: April 27 – May 3

LIVE WIMBA SESSION: Saturday, May 2, 8:30 -10:30 a.m.

Theme: “Serving Self and Others Through Leadership Coaching”
Topics: Leadership coaching principles and practices
Readings: **Leading with Values**: Chapter 10 (194-212)
Compassionate Brain: Chapter 4 (83-98)
Recommended: Murphy: “Servant Leadership In The Manner of Vincent”
Available at: <https://leadership.depaul.edu/secure/eng/IResPublications.asp>

Lecture: Guest presenter: Elizabeth A. Kaye, Executive Coach and
Consultant on “Leadership Coaching with Backbone and Heart”

Assignments: Online Dialogue on Readings and Lecture
Assessment & Written Reflection: Servant Leadership

Week 6: May 4- May 10

Theme: “Values-Centered Leadership in Practice”
Topics: Leadership Strengths, Characteristics, Behaviors
Readings: **Leading with Values**: Chapter 6 (108-131)
Compassionate Brain: Chapter 5 (99-129)

Assignments: Online Dialogue on Readings
Assessment & Written Reflection: **StrengthsFinder 2.0**, Read the book and take the online assessment, and write your reflection.

Week 7: May 11 – May 17

LIVE WIMBA SESSION: Saturday, May 16, 8:30 -10:30 a.m.

Theme: “Spiritual Leadership: Growing as Leaders from the Inside Out”
Topics: Spirituality, Personal Growth, and Leadership
Readings: **Leading with Values**: Chapter 4 (68-86)
Compassionate Brain: Chapter 6 (130-146)
Recommended: Wheatley: “Leadership In Turbulent Times Is Spiritual”
Doohan: “Spiritual Leadership Model”
Both are available in Course Documents on Blackboard.
Lecture: “Spiritual Leadership Lessons from the Life of Vincent de Paul”
Assignment: Online Dialogue on Readings and Lecture

Week 8: May 18 – May 24

Theme: “Learning From Our Mistakes”
Topic: The Process and Power of Forgiveness in Organizations
Readings: **Leading with Values**: Chapter 9 (172-193)
Recommended: Killian, D. *Beyond Good and Evil: Marshall Rosenberg on Creating a Nonviolent World*. The Sun, February 2003. Available in Course Documents. Also materials available at <http://www.nonviolentcommunication.com/index.htm>

Read text or view video of 60-Minutes interview of Immaculée Ilibagiza titled “ Rwandan Genocide Survivor Recalls Horror.” Available at:
http://www.cbsnews.com/stories/2006/11/30/60minutes/main2218371_page3.shtml

Assignments: Online Dialogue on Readings
Online Presentation, Peer Review and Dialogue on Projects

Week 9: May 25 – May 31

Theme: “Global Leadership: Becoming the Change We Wish to See in the World”
Topic: The Process of Personal and Organizational Transformation Toward Diversity and Sustainability
Readings: “Personal Transformation” by Peter Senge. Available at:
http://www.solonline.org/repository/download/transform.html?item_id=505852
“Creating Desired Futures in a Global Economy,” Peter M. Senge
http://www.solonline.org/repository/download/5.1%20October%202003.pdf?item_id=481839

Assignments: Online Dialogue on the Readings
Online Presentation, Peer Review and Dialogue on Projects

Week 10: June 1 – June 7

LIVE WIMBA SESSION: Saturday, June 6, 8:30 -10:30 a.m.

Theme: Self-Development: Leadership Coaching
Topics: Do’s and Don’ts of Leadership Coaching
Guest presenter: Elizabeth A. Kaye, executive coach and consultant

Assignment: Online Presentation, Peer Review and Dialogue on Projects

Week 11: June 8 – June 14

**Note: Optional Face to Face Session Scheduled this week for those who can attend.
No final exam.**

Theme: “Self-Development: Leadership Action Planning”
Topic: Process for Creating A Personal Leadership Action Plan

Assignments: Leadership Action Plan – First Draft
Online Presentation, Peer Review and Dialogue on Projects

Online Learning

Students are to be actively engaged in learning. This is an intensively interactive online course. It includes readings, writing, lectures, dialogues, videos, assessment instruments, exercises and cases.

At DePaul, we use **Blackboard**, a web-based course management system. You will have access to documents (articles, instruments, cases) available there as well as participate in online discussions (more below), periodically check your performance grade, and communicate via e-mail with colleagues in the course.

We will use the interactive synchronous learning technology called **Wimba Live Classroom**. We will meet synchronously online every other week (except for the 3-week break due to Memorial Day Weekend) during the term at a scheduled time using this technology for lectures and presentations, and to address your questions. Students should master the readings and course materials available on **Blackboard** prior to this mandatory bi-weekly meeting. We consider participation in synchronous online discussions similar to classroom participation.

A practice session for **Wimba** will be scheduled along with an optional face-to-face class session in the first week of the course. Details will be announced later.

Grades

Online Dialogue Preparation and Participation

Student interaction on the readings and other activities is very significant for this course. Sharing of knowledge and experience through online discussions and other postings will be significant to the overall learning and integration of the course content for all course members.

Participation in all online dialogue sessions (both small and large group) through the **Blackboard Discussion Board** is required, as well as evidence of adequate preparation through assigned readings and lectures. *Failure to keep apace with the online posting requirements will not only make it difficult to get through the course, it will adversely affect other members of the learning community.*

After Week One, the class will be divided into assigned small learning groups (3-4 people) to provide additional opportunity for in-depth conversation and reflection on the course content

At the conclusion of the course, participation will be assessed by the instructor at her discretion based on criteria stipulated for each weekly assignment.

Written Assignments

Written assignments are graded both on content and good writing.

Written work. Papers will be judged on the personal understanding they reflect as well as on their organization, clarity, use of language, and economy of words. If you need help on this matter, please ask for it. I recommend an old standard, Strunk and White, *Elements of Style* available online: <http://www.bartelby.net/141/> . Also, you may consider getting help from the DePaul University Writing Centers (available in person at Loop and Lincoln Park Campuses and on line).

Please follow these instructions on all written assignments:

- Double-space all papers;
- Use one inch margins;
- Use Arial, Bookman or Times New Roman font;
- Use 11 or 12 point;
- Paginate in the lower right hand corner.

Please note the due dates. Anticipate all possible contingencies (computer failure, family illness, heartbreak or heartburn). Papers received after the due date will receive half-credit.

All assignments should include the class name and number, the assignment name or number, student name, and the date the assignment is due.

Unless notified otherwise, send all assignments to **Blackboard** via the appropriate assignment link.

All online assignments for a particular week are due by the start date for the next class week.

Exams. There will be no formal exams. The interview project presentations and personal leadership action plans take the place of a final exam. These papers/presentations serve as a test of a student's comprehension of course content.

Grading Criteria

Grading. Grades are determined according to the following formula:

▪ Cooperative Learning	20%
▪ Assessment and Written Reflection	40%
▪ Narrative Leadership Inquiry Project	30%
▪ Draft Leadership Action Plan	10%

Grading Scale

A	94-100
A-	90-93
B+	87-89
B	84-86

B-	80-83
C+	78-79
C	76-77
C-	73-75
D	70-72
D-	67-69
F	0-66

Written Assignments

The A (above average) level paper is unique, original, engaging, and full. It will have virtually no grammatical, usage, punctuation, or spelling errors. It is an original contribution and speaks with authority and clarity. It is rich in detail, showing a clear understanding of differences in levels of specificity; it provides justification or support for all general assertions. It addresses all aspects of the assignment including specific requirements and excels in writing structure, clarity, focus, style, analytical systematization, critical analysis and creativity. It often includes unique or unusual perspectives.

The B (meets expectations) level paper falls short of an A paper usually in style, depth and analytical development. It has some errors in grammar, usage, punctuation, or spelling, but usually few; or it has some awkward phrases--but in neither case enough to impede the reading of the paper. Its development is consistently strong, with detail and support present in most, but perhaps not every, instance. Its sense of audience is clear. The B paper addresses the assignment directly and satisfies almost all requirements.

The C (below expectations) level paper addresses the assignment relatively clearly but without significant depth or clarity. Stylistic errors may be noticeably present, but not in such quantity as to impede the reading in a significant way. A C paper generally provides some support for assertions, but not enough to give the impression of complete thoroughness. The tone and voice of a C paper usually lack a sense of individuality of author or sense of authority. The C paper often has an anonymous quality to it, restating standard opinion or assertions without going into significant depth.

The grade of D is available for students who completely miss the specific requirements or submit incomplete or vague responses.

The grade of F is reserved for students who fail to turn in assignments or turn in assignments that demonstrate basic incomprehension of the assigned topics and an insufficient effort to overcome these problems.

Guidelines on Grading Blackboard and Wimba Discussions

Discussion Rubric:

A Discussion (3 points): Distinguished/Outstanding

- are made in time for others to read and respond (only for asynchronous Blackboard discussions)
- deliver information that is full of thought, insight, and analysis
- make connections to previous or current content or to real-life situations

- contain rich and fully developed new ideas, connections, or applications

B Discussion (2 points): Proficient

- are made in time for others to read and respond (only for asynchronous Blackboard discussions)
- deliver information that shows that thought, insight, and analysis have taken place
- make connections to previous or current content or to real-life situations, but the connections are not really clear or are too obvious
- contain new ideas, connections, or applications, but they may lack depth and/or detail

C Discussion (1 point): Basic

- may not all be made in time for others to read and respond (only for asynchronous Blackboard discussions)
- are generally competent, but the actual information they deliver seems thin and commonplace
- make limited, if any, connections, and those are often cast in the form of vague generalities
- contain few, if any, new ideas or applications; often are a rehashing or summary of other comments

D-F Discussion (0 points): Below Expectations

- may not all be made in time for others to read and respond (only for asynchronous Blackboard discussions)
- are rudimentary and superficial; there is no evidence of insight or analysis
- contribute no new ideas, connections, or applications
- may be completely off topic

DePaul University

School of Public Service Policies

1. Policy on Grade of IN (Incomplete)

According to DePaul University's incomplete policy, the "IN" grade is a temporary grade indicating the student has a satisfactory record of work completed, but for unusual or unforeseeable circumstances not encountered by other students, and acceptable to the instructor, the student cannot complete course requirements on time. The student must formally request the incomplete grade and the instructor must approve it. At the end of the term following the term in which the instructor assigned the incomplete grade, the IN grade automatically convert to "F" grades. Students requesting the IN grade should present a plan and schedule to complete the course along with the formal request for the IN grade. Students should work out the plan with the instructor, usually scheduling completion within a few weeks of the end of the term in which the IN grade occurs.

2. Academic Integrity

Students in this course, and in all courses where independent research and writing play a vital role in the requirements, must be aware of the strong sanctions carried out as a result of plagiarism, as stated in the DePaul University's Code of Student Responsibility (<http://studentaffairs.depaul.edu/handbook>).

Instructors are able to check each paper with Turn-It-In: Plagiarism Detection Software. If proven, a charge of plagiarism could result in an automatic "F" in the course and possible expulsion. If you have any questions or doubts about what plagiarism entails or how to properly acknowledge source materials, be sure to consult the instructor. Please check Blackboard's link to Academic Integrity for details.

Violations of Academic Integrity

Violations of academic integrity include but are not limited to the following categories: cheating; plagiarism; fabrication; falsification or sabotage of research data; destruction or misuse of the university's academic resources--alteration or falsification of academic records; academic misconduct; and complicity. This policy applies to all courses, programs, and learning contexts in which academic credit is offered, including experiential and service-learning courses, study abroad programs internships, student teaching and the like. If an instructor finds that a student has violated the Academic Integrity Policy, the appropriate initial sanction is at the instructor's discretion (cf. Section Q). Actions taken by the instructor do not preclude the college or the university from taking further action, including dismissal from the university. Conduct that is punishable under the Academic Integrity Policy could result in criminal or civil prosecution.

1. **Cheating:** Cheating is any action that violates University norms or instructor's guidelines for the preparation and submission of assignments. This includes but is not limited to unauthorized access to examination materials prior to the examination itself, use or possession of unauthorized materials during the examination or quiz; having someone take an examination in one's place-copying from another student; unauthorized assistance to another student; or acceptance of such assistance.
2. **Plagiarism:** Plagiarism is a major form of academic dishonesty involving the presentation of the work of another as one's own. Plagiarism includes but is not limited to the following:
 - The direct copying of any source, such as written and oral material, computer files, audio disks, video programs or musical scores, whether published or unpublished, in whole or part, without proper acknowledgement that it is someone else's.
 - Copying of any source in whole or part with only minor changes in wording or syntax, even with acknowledgement.
 - Submitting as one's own work a report, examination paper, computer file, lab report or other assignment that has been prepared by someone else. This includes research papers purchased from any other person or agency.
 - The paraphrasing of another's work or ideas without proper acknowledgement.

3. Attendance Policy

Attendance in the bi-weekly **Wimba Live Classrooms** is mandatory. Students who are unable to attend (both via computer or by calling the toll-free number) should inform the

instructor prior to the session. To make up for a permitted absence students will submit to the instructor a three-page summary of the discussion from the archived Live classroom session. **Only one absence will be permitted during the course.**

4. Special Needs

Students with special learning needs or who are in circumstances which necessitate special consideration, must contact the instructor at the beginning of the course or earlier. Students with a documented disability who wish to discuss academic accommodations should contact the instructor as soon as possible and immediately contact the DePaul University's Office of Students with Disability at <http://studentaffairs.depaul.edu/studentswithdisabilities/>.

Student Resources

Academic Resource Center	773-325-4525
Adult Services	312-362-6216
Career Center (Adult Learners)	312-362-5712
Counseling Services	773-325-7779
Multicultural Student Affairs	312-362-8476
Office of Students with Disabilities	773-325-7290 (voice) 773-325-7296 (TTY)
PLuS (Productive Learning Strategies)	773-325-7166
Sexual Harassment (Report)	312-362-7554
Student Affairs	773-325-7290