



CHAPMAN UNIVERSITY

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LEAD 485: Leadership in the Eye of the Storm –Syllabus & Outline
INTERTERM 2018 • 4 Credits • Pass/No Pass
M, T, W, TH 4:00 p.m.-8:00 p.m.

Example is not the main thing in influencing others; it's the only thing.
- Albert Schweitzer

CATALOG DESCRIPTION

Prerequisite, leadership studies minor, or declared leadership-related cluster, or consent of instructor. Relational Leadership, Social Change and Servant Leadership Models are applied to comprehensive case-study analysis of the 2005 Hurricane Katrina disaster in New Orleans, with emphasis on moral leadership and integrity. Includes travel to New Orleans to engage in service-learning/rebuilding efforts. May be used to satisfy the applied capstone requirement for the leadership studies minor.

LEAD 485 represents a direct and intentional collaboration between the Leadership Studies Program and the Department of Student Engagement. These offices - one academic, the other co-curricular - are partnering to leverage their respective strengths to link theory and practice: LEAD 485 offers a service-learning experience that interweaves academic theory on Servant and Relational Leadership with real world experience. As a forum for students serious about making a difference (on and off-campus), LEAD 485 blends education about leadership with education for leadership. Students will study historical and modern perspectives on leadership, leading individuals, teams, organizations and communities, and the relationship between leadership and preparation for citizenship. We will thread the themes of this course to a service-learning experience, enabling the students to further analyze and understand the application of theories. Topics will also include: Relational Leadership, leading with integrity, and Servant Leadership.

Each student in the seminar is required to attend the week-long service-learning experience in New Orleans, LA. This experience will serve as the students' application arena(s) for the theories and principles studied and discussed in class. Some class release time has been allocated to enable, and account for, this requirement.

NOTE: LEADERSHIP MINORS ARE EXPECTED TO KEEP A COPY OF THIS SYLLABUS, MAJOR ASSIGNMENTS COMPLETED, AND KEY BOOKS/READINGS THROUGH COMPLETION OF THEIR SENIOR SEMINAR CAPSTONE COURSE (LEAD 498).

Tentative Syllabus and Course Outline as of 5/4/2017 9:32 AM

COURSE OBJECTIVES

Through successful engagement with this course, participants will:

Know: Identify historical and modern perspectives on leadership, augmenting conventional views of leadership with the Relational Leadership Model and Leading as a Way of Serving.

Comprehend: Develop a deeper understanding of the nature, need, and practice of leadership from both theoretical and applied perspectives.

Apply: Serve as a source of support and renewal to one another as they seek to optimize their leadership roles on campus or in the community.

Analyze: Examine their leadership to identify areas of potential growth and development.

Synthesize: Integrate leadership theory and individual awareness to articulate an integrated personal philosophy of leadership.

Evaluate: Determine, at the conclusion of the course, how their awareness of leadership has changed (theory) and how their leadership-in-action has been impacted (practice).

COURSE TEXTS

Required for 485:

- Coles, Robert. *The Call of Service: A Witness to Idealism*. New York: Houghton Mifflin Company. 1993.
- Kim, Daniel. *Foresight as the Central Ethic of Leadership*. Indianapolis: The Greenleaf Center. 2002.
- Komives, Susan, Nance Lucas & Timothy McMahon. *Exploring Leadership: For College Students who Want to Make a Difference*. New York: Wiley. 2013.

Recommended:

- Burchard, Brendon. *The Student Leadership Guide, 3e*. U. Montana: Center for Leadership Development. 2006.
- McGee-Cooper, A. & G. Looper. *The Essentials of Servant-Leadership: Principles in Practice*. Waltham, MA: Pegasus. 2001.
- Spears, Larry. *Reflections on Leadership: How Robert K. Greenleaf's Theory of Servant-Leadership Influenced Today's Top Management Thinkers*. New York: Wiley. 1995.

Leadership and learning are indispensable to one another.

- John F. Kennedy

ASSIGNMENTS AND GRADING

1. ***Attendance and Participation.*** Attendance in LEAD 485 is assumed and expected. It provides a baseline gauge of your commitment to the course and will begin on January 3, (the first day of class). You must also be in attendance for the entire trip to New Orleans (January 6-15, 2018), including all service hours and class sessions. Out of respect for your student colleagues, please make it a habit to come to class and be on time for class. As student leaders, you already appreciate the value of collegial commitment. In other words: Be there. Show up. Participate. Learn. There are 17 class days including the days with meetings that take place in New Orleans. Students earn 1 point for each class day they are in attendance. (Note, however, that due to the short duration of this course, excessive absences – anything above 1 - will seriously compromise your ability to pass the course.

Service and Group Experiences in New Orleans. Full participation in the service and group experiences in New Orleans is an essential component of the learning process. Attendance and active engagement is expected in all service and group experiences that occur in New Orleans, as noted in the course outline. There are 8 days in which a service or group experience occurs in New Orleans. In addition to class day points noted above, students earn an additional 1 point for each day in which a service or group experience occurs. Missing 1 of these experiences in New Orleans will seriously compromise your ability to pass the course. An absence from any service or group experience will count as an absence in overall attendance (as noted in *Attendance and Participation* section above) and deducts an additional point from the overall total in Attendance points (extenuating circumstances may be considered at discretion of faculty).

******Please note: 3 absences will constitute an automatic NO PASS**

Grade Weight, Attendance: 25 POINTS (%).

2. ***Leadership Circle.*** We will follow a seminar format entitled “Learning through Dialogue and Discussion”. Active participation is expected and noted. In preparing for class participation, ask yourself how you can or will contribute to the learning of your fellow students and yourself. Effective participation is not a function of “airtime” utilized, but includes the thoughtful questions and issues you raise, personal perspectives you tie in, and productive expressions of controversy. **Students will be assigned to 3-4 person teams which will serve as session leaders for a portion of each class that occurs during the service-learning trip. About 45 minutes will be set aside each night during the trip for THE LEADERSHIP CIRCLE.** Students shall lead dialogues reflecting upon the experiences encountered while performing their service that day, tie in assigned reading(s) and course concepts to their experience, and invite others to contribute to the dialogue on a specific topic, “prompt,” or question. Students will earn 5 additional points upon leading a session of the Leadership Circle.

Grade Weight, Attendance: 5 POINTS (%).

3. ***Leadership Reflection Paper #1 and #2.*** Developing an understanding of the key theories for this class is essential. This reflection assignment will enable you to summarize your understanding of the theories we will be using throughout the course, as well as provide you with a forum for sharing your personal expectations of and objectives for the service-learning trip.

Leadership Reflection Paper #1 will be collected prior to the New Orleans trip (**DUE** by **5:00 p.m.** on **January 5, 2018 – submitted via Blackboard**). Reflections will be evaluated on a “HIGH PASS” (5 points), “PASS” (3-4 points) or “WEAK/INADEQUATE” (0-2 points) basis. (Reflections not submitted will earn zero (0) points.) More detailed guidelines and criteria will be provided in class.

Leadership Reflection Paper #2 will be collected after the New Orleans trip (**DUE** by **5:00 p.m.** on **January 19, 2018 – submitted via Blackboard**). Reflections will be evaluated on a “HIGH PASS” (5 points), “PASS” (3-4 points) or “WEAK/INADEQUATE” (0-2 points) basis. (Reflections not submitted will earn zero (0) points.) More detailed guidelines and criteria will be provided in class.

Grade Weight, Leadership Reflection Paper #1 and #2 Combined: 10 POINTS (%).

4. ***The Trip Journal: Preparation and Commitment to Learning.*** You are expected to complete all required readings and assignments prior to the session for which they are assigned. Please come prepared with all notes or questions you may have related to what you are learning. Try to break the “finishing habit” (“completing” what you read or do), to really think about/reflect on what you are *getting out of the reading, exercise, or assignment (“what you learned from it”).*

Because *active reflection* is essential to developing keen insight and awareness for leaders, you will maintain a TRIP JOURNAL (or LEARNING LOG) in which you record significant insights from your daily experiences while on the New Orleans trip (**January 7-14, 2018**). Your learning log is a combination of SUMMARIES of readings, experiences, class discussions, etc. (what we did) and your REFLECTIONS on those (what you learned from them, including questions raised, insights, etc.).

There are numerous readings and homework assignments that students are expected to complete *prior* to coming to class; these may be checked and/or collected on an unannounced basis and be factored into the preparation grade. Half-complete or late homework will not be accepted for credit. You are expected to complete all required readings and assignments *prior* to the session for which they are assigned. Please come prepared with all notes or questions you may have related to what you are learning. *If you consistently maintain your learning log, the odds are you will PASS the seminar. (If you don't, the odds are good you'll fail...)*

Learning Logs will be evaluated on a “HIGH PASS” (23-25 points), “PASS” (17-22 points) or “WEAK/INADEQUATE” (0-16 points) basis. (Journals not submitted will earn zero (0) points.) More detailed guidelines and criteria for effective journaling will be provided in class. Journals will be **DUE** on **Tuesday, January 16, 2018.**

Grade Weight, Trip Journal: 25 Points (%).

5. ***Leadership Reflections – Final Paper.*** LEAD 485 culminates with an integrative assignment (**DUE** on the last day of class, **Friday, January 26, 2018**) which identifies how you have progressed toward your learning and leadership goals. The Leadership Reflections Final Paper will be

evaluated on a “VERY HIGH PASS” (34-35 points), “HIGH PASS” (31-33 points), “PASS” (20-30 points) or “WEAK/INADEQUATE” (1-19 points) basis. Your final paper will discuss what you have learned about yourself (as a person, as a *leader*) in LEAD 485 and evaluate how your thinking and actions as a leader (your theory *and* practice) have been impacted by the course. You will articulate a concise personal theory of leadership and assess how effectively you are able to model that theory in the “real world.” More guidelines concerning the final paper will be provided in class.

Final Leadership Reflection Papers are required to be submitted electronically via e-mail. (**DUE** by **5:00 p.m.** on **January 26, 2018 – submitted via Blackboard**).

Grade weight, Leadership Reflections Final Paper: 35 Points (%).

****NOTE REGARDING LATE SUBMISSION OF ASSIGNMENTS UNDER #3, #4 and #5:** There will be a 1 point deduction from the student point total for each day assignments are overdue, up to a maximum of 10 days. With the exception of verified medical absences, work that is more than 10 days overdue will NOT be accepted!

****For assistance with your writing, contact the Writing Center in DeMille Hall, 997.6828**

THIS IS A PASS/NO PASS COURSE.

STUDENTS MUST PASS ALL EVALUATION AREAS (1-5) IN ORDER TO PASS THE COURSE.

FOR THIS CLASS, THE PASS THRESHOLD IS AT LEAST 70%. In other words,

PASS = 70 points or more;

NO PASS = Below 70 points.

CHAPMAN UNIVERSITY ACADEMIC INTEGRITY POLICY

As expressed in our catalog, “Chapman University is a community of scholars which emphasizes the mutual responsibility of all members to seek knowledge honestly and in good faith. Students are responsible for doing their own work, and academic dishonesty of any kind will not be tolerated anywhere in the university.” Please know that plagiarism and cheating in ANY form will NOT be tolerated. Given the intent and subject of the course, it is vital that each student adhere to the highest standards of personal integrity. ***All work submitted must be the original work of the student, and secondary sources relied upon for ideas (as well as direct quotes, of course) must be properly attributed and cited.*** Failure to comply with this standard will result in the student receiving no credit for the work in question with no option for make-up. *Depending on the severity of the infraction, the student will fail the class and face possible expulsion from the university.*

STUDENTS WITH DISABILITIES

In compliance with ADA guidelines, students who have any condition, either permanent or temporary, that might affect their ability to perform in this class are encouraged to contact the Office of Disability Services. If you will need to utilize your approved accommodations in this class, please

follow the proper notification procedure for informing your professor(s). This notification process must occur more than a week before any accommodation can be utilized. Please contact Disability Services at (714) 516-4520 or (www.chapman.edu/students/student-health-services/disability-services) if you have questions regarding this procedure, or for information and to make an appointment to discuss and/or request potential accommodations based on documentation of your disability. Once formal approval of your need for an accommodation has been granted, you are encouraged to talk with your professor(s) about your accommodation options. The granting of any accommodation will not be retroactive and cannot jeopardize the academic standards or integrity of the course.

EQUITY AND DIVERSITY

Chapman University is committed to ensuring equality and valuing diversity. Students and professors are reminded to show respect at all times as outlined in Chapman's Harassment and Discrimination Policy: <http://tinyurl.com/CUHarassment-Discrimination>. Any violations of this policy should be discussed with the professor, the Dean of Students and/or otherwise reported in accordance with this policy.

STUDENT SUPPORT

Over the course of the semester, you may experience a range of challenges that interfere with your learning, such as problems with friend, family, and or significant other relationships; substance use; concerns about personal adequacy; feeling overwhelmed; or feeling sad or anxious without knowing why. These mental health concerns or stressful events may diminish your academic performance and/or reduce your ability to participate in daily activities. You can learn more about the resources available through Chapman University's Student Psychological Counseling Services here: <https://www.chapman.edu/students/health-and-safety/psychological-counseling/>.

Fostering a community of care that supports the success of students is essential to the values of Chapman University. Occasionally, you may come across a student whose personal behavior concerns or worries you, either for the student's well-being or yours. In these instances, you are encouraged to contact the Chapman University Student Concern Intervention Team who can respond to these concerns and offer assistance: <https://www.chapman.edu/students/health-and-safety/student-concern/index.aspx>. While it is preferred that you include your contact information so this team can follow up with you, you can submit a report anonymously. 24-hour emergency help is also available through Public Safety at 714-997-6763.

"The end of all education should surely be service to others."
- Cesar Chavez

LEAD 485 TENTATIVE OUTLINE AND ITINERARY – JANUARY 2018

Class # & Date	Topic(s) Covered	Required Readings / Assignment Due Dates
Tues 1/2	Introduction to Course What is Leadership? Overview of Contemporary Leadership Theories Overview of Hurricane Katrina	N/A
Wed 1/3	Hurricane Katrina: Leadership Examined Critical Analysis of Leadership in Hurricane Katrina Contemporary Models: Relational Leadership, Servant Leadership & Social Change Model New Orleans Overview and History Trip Logistics and Preparation	Komives, Ch. 1-3 Selected Readings from <i>1 Dead in Attic</i> Social Change Model Handout
Thurs 1/4	NO CLASS—TRAVEL PREP DAY / PAPER TIME	
Fri 1/5	NO CLASS – TRAVEL PREP DAY	<u>Leadership Reflection Paper #1 Due by 5:00pm</u>
Sat 1/6	Arrive in New Orleans by 5:00pm Welcome meeting at 6:30pm & Group Dinner	Trip Journal #1
Sun 1/7	Class Meetings & Guest Speakers (RTNO) Tour of NOLA & Group Dinner	Coles, Ch. 1 Trip Journal #2
Mon 1/7	RTNO Work Reflection & <i>When the Levees Broke</i> Part 1 Leadership Circle Group 1	Coles, Ch. 2 Trip Journal #3
Tues 1/9	RTNO Work Reflection & <i>When the Levees Broke</i> Part 2 Leadership Circle Group 2	Coles, Ch. 3 Trip Journal #4
Wed 1/10	RTNO Work Reflection & <i>When the Levees Broke</i> Part 3 Leadership Circle Group 3	Coles, Ch. 4 Trip Journal #5
Thurs 1/11	RTNO Work Reflection & <i>When the Levees Broke</i> Part 4 Leadership Circle Group 4	Coles, “What They Mean to Us” Trip Journal #6
Fri 1/12	Louisiana State Museum Tulane University Faculty Visit Group Tour of Area & Group Dinner	Trip Journal #7
Sat 1/13	FREE DAY	Trip Journal #8
Sun 1/14	FREE TIME (Until 4:00pm) Closing Reflections & Group Dinner	Trip Journal #9
Mon 1/15	NO CLASS – TRAVEL DAY	
Tues 1/16	Foresight, Ethics, and Values in Leadership	Komives, Ch. 6; Kim, pp 1-20 <u>Trip Journals Due in Class</u>
Wed 1/17	Social Issues of Katrina <i>If God is Willing and Da Creek Don’t Rise Part 1</i>	Komives, Ch. 5 Dyson and Smith handouts
Thurs 1/18	Leadership Identity Development & StrengthsQues	Komives, Ch. 4 <u>StrengthsQuest Inventory Du</u>
Fri 1/19	NO CLASS	<u>Leadership Reflection Paper #2 Due by 5:00pm</u>
Mon 1/22	Citizenship & Civic Engagement	Komives, Ch. 7-9
Tues 1/23	Community & Change <i>If God is Willing and Da Creek Don’t Rise Part 2</i>	Komives, Ch. 10-11
Wed 1/24	Looking to the Future	Komives, Ch. 12
Thurs 1/25	Final Class Reflections	Readings TBD
Fri 1/27	NO CLASS	<u>Final Paper Due by 5:00pm</u>

Bibliography

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- . *An Invented Life: Reflections On Leadership And Change*. Reading, MA: Addison-Wesley. 1993.
- & Nanus, Burt. *Leaders: The Strategies For Taking Charge*. New York: Harper & Row. 1985.
- & Townsend, Robert. *Reinventing Leadership*. New York: William Morrow. 1995.
- Badaracco, Joseph. *Leading Quietly*. Boston: Harvard Business School Press. 2002.
- Berens, Linda, Ernst, M. Smith. *Quick Guide to the 16 Personality Types and Teams*. Huntington Beach: Telos Publications. 2000.
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- Bolman, Lee G. and Deal, Terrence E. *Leading with Soul: An Uncommon Journey of Spirit*. San Francisco: Jossey-Bass. 1995.
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- Cawood, Scott & Bailey, Rita. *Destination Profit*. Mountain View, CA: Davies-Black. 2006.
- Clifton, Donald, Edward Anderson, & Laurie Schreiner. *StrengthsQuest*. New York: Gallup. 2006. (*)
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- . *What Makes a Leader*. Boston: HBS Press. 2001.
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- Lencioni, Patrick. *The Five Dysfunctions of a Team*. San Francisco: Jossey-Bass. 2002.
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- & Waterman, Robert. *In Search Of Excellence: Lessons From America's Best-Run Companies*. New York: Harper & Row. 1982.
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Date: August 2007 / Revised May 2016

Tentative Syllabus and Course Outline as of 5/4/2017 9:32 AM

PERSONAL PROGRESS RECORD

**LEAD 485 Leadership in the Eye of the Storm
Interterm 2018**

DATE	ASSIGNMENT	POINTS POSSIBLE	POINTS EARNED
(Jan. 2-26)	Attendance and Participation	25	_____
(Jan. 8-11)	Leadership Circle Group Facilitation	5	_____
(Jan. 5)	Leadership Reflection Paper #1	5	_____
(Jan. 19)	Leadership Reflection Paper #2	5	_____
(Jan. 16)	Trip Journal	25	_____
(Jan. 26)	Leadership Reflections Final Paper	35	_____
FINAL POINT TOTAL:		100	_____
