

AI 222 DISCOVERING THE LEADER WITHIN

EXPLORING TRANSFORMATIONAL LEADERSHIP

"The goal of transformational leadership is to "transform" people and organizations in a literal sense – to change them in mind and heart; enlarge vision, insight, and understanding; clarify purposes; make behavior congruent with beliefs, principles, or values; and bring about changes that are permanent, self-perpetuating, and momentum building."



--Stephen Covey

Winter 2009

Faculty: Gregory L. Gilmore
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Dates: Thursdays, January 7-March 11, 2010
Hours: 6:00-9:00 PM
Location: Loop Campus
Credit Hours: 4

Competencies Offered:

- A3C: Can examine a social issue from an ethical perspective.
- A4: Can analyze a problem using two different ethical perspectives.
- H2C: Can identify an organizational problem and design a plan for change based on an understanding of change theories or models.
- FX: Can articulate ways to develop and strengthen one's own skills as an internally-driven leader who can guide, inspire and motivate those around them.

Course Description:

We are living in a world of constant change, a world in which change is often viewed as the only constant. When we think about change we typically are talking about incremental change. This course will explore a much more difficult change process: the process of deep change. The primary focus of this course will be to examine the values, goals and operating methods of the internally-driven leaders engaged in the process of deep change: the transformational leaders. Transformation leaders place vision realization over personal gain and survival. They inspire, motivate and set the example by their actions. Their source of power is based on moral values. Their leadership style and actions are self-authorizing, highly complex and nearly incomprehensible. They embrace change as a given and a highly valued ally for creating personal and organizational rebirth. In contemporary vernacular, they walk the talk.

“When we liberate the leader in everyone, extraordinary things happen.”

**From
Leader of the Future**

The course is designed to give students a practical understanding of the ways transformational leaders are having a lasting impact on a wide array of organizations ranging from major corporations, to nonprofits, to international institutions. In the process, students will learn leadership lessons that can contribute to their personal and professional growth and development. The principles of deep change can apply to people at every level of an organization regardless of its size. The class is interactive and will include case studies as well as movies portraying transformational leaders who have pursued the vision of deep change. Multi-media activities will include small and large group discussions and presentations, research, report writing and video and audio tape presentations. Students prepare a paper based on personal experience, class activities and independent research to demonstrate their understanding of the competency chosen. The instructor and student work together to develop the proposal for the paper, and this is usually accomplished no later than Class Six.

Expected Outcomes:

The learner successfully completing the course will be able to:

- Articulate and connect the deep change process involved in going from contributing individual to manager to transformational leader.
- Examine and evaluate the paradoxical lesson that we can change an organization only by changing ourselves.
- Develop and strengthen one’s skills as an internally-driven leader who can encourage and motivate those around them.
- Better understand the personal and organizational steps to change.
- Understand how the transformational perspective can benefit people at any level of an organization whether the individual is a CEO, middle manager, church trustee or school teacher.
- Gain new insights into leadership traits and skills that could benefit their organization and society.
- Further develop their writing, rhetorical and critical thinking skills.

Faculty:

Gregory L. Gilmore has been engaged in leading change for over 40 years. His career path has evolved into a leadership development plan that has been shaped by executive leadership, entrepreneurial and consulting experiences in such diverse fields as downtown development, the performing and visual arts, real estate development and construction, life coaching, landscape design and, most recently, teaching. But, the common thread that binds his mosaic career is *change* on the community, organizational or personal level. Another major thread that emerges is Mr. Gilmore's love for learning, his passion for teaching and his deep desire to ignite the spark of lifelong learning in others. As someone who has devoted a lifetime to developing his own leadership capabilities, he is now focusing on helping to identify and develop the skills that will be required of future global leaders.



Mr. Gilmore's extensive leadership experience has provided the spirit and substance for the courses he now teaches at DePaul University's School for New Learning and in the University's Interdisciplinary Studies Program. His current courses at the School for New Learning include:

- *Discovering the Leader Within: Exploring Transformational Leadership*
- *Leadership across the Globe*
- *The Leadership Edge*, an online course
- *The Art of Living: Achieving Fulfillment during Life's Transitions*
- *Career vs. Calling: Life is All About the Hyphen*

He also serves as Professional Advisor to approximately 30 SNL students in any given quarter, providing guidance and assessing their performance as they progress in their learning plan.

Gregory L. Gilmore earned his Master of Arts Degree in Economic Development and International Relations from The Fletcher School of Law and Diplomacy at Tufts University and his Bachelor of Arts Degree, with majors in political science and history, from Bowling Green State University.

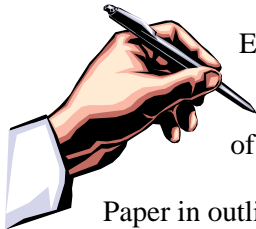
Attendance and Class Participation:

It is important that you attend each class session. The instructor hopes that you will find each class so interesting that you will not want to be absent. If you miss more than two classes during the quarter, you will not be passed. There will be no exceptions. If you think you will miss more than two classes, you are encouraged to make arrangements to take this course another quarter. And for every two times you are late by more than 15 minutes, you may be marked for one absence. If you are unable to attend class, it is your responsibility to (1) inform the instructor at least 24 hours prior to the missed class and (2) make arrangements with a classmate to obtain notes and handouts for you and (3) keep up with your assignments.

Course Calendar:

- Week One:** A New Perspective on Leadership: The Transformational Leader Change, Technology and the Global Economy
- Week Two:** Deep Change or Slow Death: The values, principles and goals of the transformational leader.
- Week Three:** Leadership in the Global Community
- Week Four:** Examining the Contingency Theory of Leadership and Values-Based Leadership
- Week Five:** Fear and Failure: Impediments and/or Catalysts for Change?
- Week Six:** The Leader Driven from Within
- Week Seven:** Guest Speaker
- Week Eight:** From Manager to Leader to Leader of Leaders
- Week Nine:** The Power of One
- Week Ten:** The Power of Many
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Evidence Submitted by Competence:



Each student prepares a paper (eight to ten pages) based on personal experiences, in-class assignments and independent research to demonstrate the selected competencies. A portion of Class Five will be devoted to reviewing examples of paper topics. The student will be asked to develop a proposal for the Final

Paper in outline form by Class Six, and the instructor will assist you in any necessary refinements. In your paper the student should cite and document at least four outside sources, and two of those can, and should, include the required readings.

The Final Paper is due at Class Ten. Throughout the class, the instructor hands out various exercises to assist the student in the discovery process. The exercises are then further explored in small group and class discussions.

All papers must be typed, double-spaced with one inch margins, and exhibit college-level writing skills. Please spell check and read for grammatical errors.

Writing Help:

For help with organizing your ideas, grammar, citing sources, avoiding plagiarism, sample SNL assignments and much more, see the *Writing Guide for SNL Students* at <http://snl.depaul.edu/writing/index/html>. For on-campus and online tutoring, see the *DePaul University Writing Centers* at <http://condor.depaul.edu/~writing/>.

Grading Percentages by Competence:

- **Class Attendance/ Participation: 30%**
- **Weekly Hand-In Homework Assignments: 40%**
- **Final Paper: 30%**

Grading Descriptions:

A....reflects writing/thinking which demonstrates unusual originality, organization and style, as well as conceptual complexity. The writing is free of basic spelling and grammatical errors.

B....demonstrates a solid grasp of course material, a clear, well-organized presentation and a thesis that is consistently developed throughout the writing. The work differs from an "A" paper in that it does not move ideas into any new and original terrain.

C....reflects work that shows a familiarity with course material but perhaps lacks a clear thesis and focus, does not engage the ideas in a sustained way or has multiple errors (in grammar, spelling and facts).

D....reflects generally scattered and unfocused writing/thinking that includes course material only minimally, has no discernible focus, tends to drift from one idea to another and is severely flawed in writing, format and style

F....reflects the defects found in "D" work but in addition is obviously the product of carelessness, speed and a lack of any deep reflection evidenced by a lack of proofreading, extreme brevity and failure to develop a thought with overall coherence. Also, plagiarized material is subject to a grade of "F" (See below for details).

Grading Point Scale

A	95-100
A-	91-94
B+	88-90
B	85-87
B-	81-84
C+	77-80
C	73-76
C-	69-72
D+	65-68
D	61-64

F 60 or below

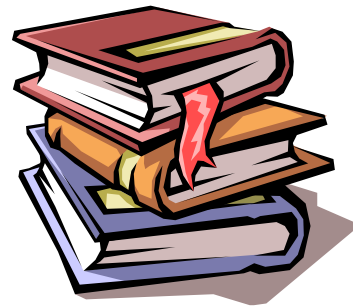
All papers and other assignments must be handed in on the due date, unless permission from the instructor for an extension has been requested in advance and received. Otherwise, any assignments handed in late will be graded down. So please don't procrastinate.

Incomplete grades will not be granted unless advance permission has been requested.

To take the course for Pass/Fail, please notify the instructor at the beginning of the second class.

REQUIRED READING RESOURCES:

Quinn, Robert E. *Deep Change: Discovering the Leader Within* (Jossey-Bass, 1996)



Hesselbein, Frances, Goldsmith, Marshall and Beckhard, Richard, editors, *The Leader of the Future* (The Drucker Foundation series, Jossey-Bass, 1996)

Covey, Stephen R. *The 8th Habit: From Effectiveness to Greatness* (Free Press, 2004)

Kelly, Michael. *The Dream Manager* (Hyperion Press, 2007)

Selected readings will also be taken from these and other sources:

Badaracco, Joseph L., Jr. *Defining Moments: When Managers Must Choose Between Right and Right* (Harvard Business School Press, 1997).

Chanda, Nayan. *Bound Together* (Yale University Press, 2007)

Csikszentmihalyi, Mihaly, *Good Business: Leadership, Flow and the Making of Meaning* (Viking Penguin, 2003)

Gardner, Howard, Csikszentmihalyi, Mihaly and Damon, William, *Good Work: When Excellence and Ethics Meet* (Basic Books, 2001)

Gallagher, Carol and Golant, Susan, *Going to the Top: A Road Map for Success from America's Leading Women Executives* (Penguin, 2001)

Lee, Robert J. and King, Sara N. *Discovering the Leader in You* (Center for Creative Leadership, 2001)

Maxwell, John C. *Developing the Leader Within You* (Nelson Business, 1993)

The 360 Degree Leader (Nelson Business, 2005)

Failing Forward: Turning Failure into Stepping Stones Nelson Business, 2007)

Nash, Robert J. "*Real World*" Ethics (Teachers College Press, 2002)

Farber, Steve. *The Radical Leap* (Dearborn, 2004)

Friedman, Thomas L. *The World is Flat* (Farrar, Straus and Giroux, 2005)

Goleman, Daniel. *Emotional Intelligence: Why It Can Matter More Than IQ* (Bantam Books, 1995)

Kanter, Rosabeth Moss. *World Class: Thriving Locally in the Global Economy* (Touchstone, 1995)

Kellerman, Barbara. *Followership: How Followers are Creating Change and Changing Leaders* (Harvard Business Press, 2008)

Kotter, John P. *The Heart of Change* (Harvard Business School Press, 2002).

Kotter, John P. *Our Iceberg is Melting: Changing and Succeeding Under Any Conditions* (St. Martin's Press, 2005)

Loeb, Paul Rogat. *The Impossible Will Take a Little While: A Citizen's Guide to Hope in a Time of Fear* (Basic Books, 2004)

Ciulla, J.B. *Ethics: The Heart of Leadership* (Greenwood Press, 1998)

Mariner, Mike and Gebhard, Nathan *Roadtrip Nation: A Guide to Discovering Your Path in Life* (Ballantine Books, 2003)

Posner, James M. and Posner, Barry Z. *The Leadership Challenge* (Jossey-Boss, 2002)
A Leader's Legacy (John Wiley and Sons, 2006)

Meredith, Robyn *The Elephant and the Dragon* (W.W. Norton and Sons, 2007).

Northouse, Peter G. *Leadership Theory and Practice* (Sage Publications, 2004)

Pink, Daniel H. *A Whole New Mind: Moving from the Information Age to the Conceptual Age* (Riverhead Books, 2005)

Sanborn, Mark. *You Don't Need a Title to be a Leader* (Doubleday, 2006)

Stiglitz, Joseph E. *Making Globalization Work* (W.W. Norton and Company, 2006)

Addenda

According to the policies of DePaul University:

All students must be registered and listed on the class roster by the beginning of the second week of the quarter. Students not on the roster by this time cannot stay in class under any circumstances. Please contact the SNL Advising Center (snladvicing@depaul.edu) or the Office of Financial Aid (finaid@depaul.edu) to work out your particular situation.

Students who need to withdraw from the course must do so by the end of the second week of the quarter. After that point is reached, 100% tuition is charged.. It is possible to withdraw from a course or competence through the end of the seventh week of the quarter, but there is no tuition refund after the end of the second week.

In certain circumstances (such as illness, death of family members, natural disasters, etc.), a late withdrawal will be refunded tuition. These circumstances must be documented and presented to the University through the SNL Exceptions Committee (snlexceptions@depaul.edu). In no case is such a refund allowed more than once during a student's career at DePaul.

DePaul University Academic Integrity Policy

DePaul University is a learning community that fosters the pursuit of knowledge and the transmission of ideas within a context that emphasizes a sense of responsibility for oneself, for others and for society at large. Violations of academic integrity, in any of their forms, are, therefore, detrimental to the values of DePaul, to the students' own development as responsible members of society, and to the pursuit of knowledge and the transmission of ideas. Violations 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; and academic misconduct. Conduct that is punishable under the Academic Integrity Policy could result in additional disciplinary actions by other university officials and possible civil or criminal prosecution. Please refer to your Student Handbook or visit <http://studentaffairs.depaul.edu/homehandbook.html> for further details.

DePaul University's Incomplete Policy

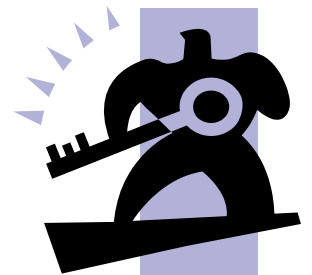
Undergraduate and graduate students have two quarters to complete an incomplete. At the end of the second quarter (excluding summer) following the term in which the incomplete grade was assigned, remaining incompletes will automatically convert to "F" grades. Instructors may not change incomplete grades after the end of the grace period without the permission of a college-based Exceptions Committee. This policy applies to undergraduate, graduate and professional programs. NOTE: In the case of a student who has applied for graduation and who has been approved for an Incomplete in his or her final term, the incomplete must be resolved within the four week grace period before final degree certification.

The SNL student who wishes to receive the grade of IN must formally request in writing that the instructor issue this grade. This request must be made before the end of the quarter in which the student is enrolled in a course.

“The language of business has a clear bias—toward equilibrium. To organize means to systematize, to order, to maintain equilibrium. Following this bias, managers are expected to routinize—they are not generally expected to explore risk, to learn, or to create. Nor are they expected to trust and cooperate, only to dominate and compete.

In actuality, both equilibrium and change are critical aspects of organizational life. An effective managerial leader must not only understand both but must also understand how to do them simultaneously. Such ability does not come from a list of hard-and-fast rules and procedures.” (p. 167)

Deep Change: Discovering the Leader Within
by Robert E. Quinn



"If you put fences around people, you get sheep."

--William McKnight, Former 3M CEO