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## **The Gonzaga University website states the following goals for the *M.A. in Organizational Leadership (ORGL)* program:**

### **Better Leaders, Better Organizations**

The M.A. in Organizational Leadership (ORGL) challenges students to develop advanced leadership practices, project management, conflict resolution, team building, and communication abilities. Graduates can better perform in leadership roles, improve interpersonal relationships, and develop successful and thriving organizations. The ORGL program drives students to:

- *Develop and refine their leadership style.*
- *Take action in their workplace and their community.*
- *Challenge the status quo.*

Students come from different areas of the world, work in a multitude of professions, and are employed at a variety of career levels. This challenges students to learn from each other and expand their repertoire of skills.

### **Servant Leader Concentration**

Founded on the Jesuit tradition of “people for others,” the ORGL program offers the most comprehensive study of Servant Leadership available at the graduate level anywhere. This four course concentration, grounded in the philosophy of Robert K. Greenleaf, is designed to enhance your capacity to enrich the lives of individuals and to build better organizations, systems, and communities. Find out more [here](#).

### **Professional & Personal Benefits**

Students in the ORGL program develop skills to:

- *Align others around a shared vision.*
- *Lead change, empower self, and others.*
- *Analyze and apply models for leading organizational change.*
- *Apply decision-making models in interpersonal, group and organizational conflict.*
- *Facilitate team building and lead group dynamics with people of diverse backgrounds and expertise.*

**Note:** Above information quoted from, and retrieved March 21,2016 from:  
<https://online.gonzaga.edu/masters-in-organizational-leadership>

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## ORGL Courses

The following are the courses I took to complete the M.A. in Organizational Leadership with a concentration in Servant Leadership. ORGL 518, 530, 532, and 537 were courses qualifying me for the Servant Leadership concentration. Please note that the courses required for the Servant Leadership concentration have been modified since my enrollment.

- [ORGL 500 Organizational Leadership](#)
- [ORGL 501 Methods of Organizational Research](#)
- [ORGL 502 Leadership and Imagination](#)
- [ORGL 503 Organizational Ethics](#)
- [ORGL 504 Organizational Communication](#)
- [ORGL 505 Organizational Theory](#)
- [ORGL 506 Leadership and Diversity](#)
- [ORGL 518 Transforming Leadership](#)
- [ORGL 530 Servant Leadership](#)
- [ORGL 532 Leadership, Justice and Forgiveness](#)
- [ORGL 537 Foresight and Strategy](#)
- [ORGL 680 Leadership Seminar](#)

*Stated Objectives* are course objectives as stated by Gonzaga University in published materials.

*Reference Materials* refers to reading or video materials used in the class. Required reading was broad and extensive. For sake of space, only the materials that had the most impact on me are listed below.

### ORGL 500 Organizational Leadership

*Stated Objective:*

Drawing on material from various social science disciplines, this integrated course focuses on research and models of leadership relevant to defining and achieving collective goals in a variety of organizational settings.

*Professor:*

Dr. Heidi Scott

*Competencies Gained:*

Several large shifts occurred in my thinking during the first class. Yukl (2010) challenged me to clarify my thinking in terms of true research as opposed to exposure to lay-market best selling books. That has stuck with me throughout the program. Carey (1999) introduced me to the concept of Frames, or Frame of Reference to decipher the underlying structures of

organizations. It proved valuable in charting a path through the political minefield at work after our organization was purchased by another. Palmer (2007) clarified for me the idea that there is nearly always a way of movement through opposition. Kouzes & Posner hammered home the concept that trust is at the center of good leadership. However, perhaps the most influential for me was Friere (1993) who cemented for me the definition of dehumanization, oppression, and oppressive structures as being anything that would hinder another person's pursuit of self-affirmation as a responsible person. That concept showed up in some form in nearly every other paper I wrote from that point on and has become a central focus in my passion for leadership that fights injustice and dehumanization.

A favorite quote:

*"Any situation in which 'A' objectively exploits 'B' or hinders his and her pursuit of self-affirmation as a responsible person is one of oppression."* Freire (1993)

*Reference Materials:*

- Carey, M.L. (1999). *Hereclitean fire: Journeying on the path of leadership (Part two: The five frames)*. Dubuque, IA: Kendall/Hunt.
- Freire, P., (1993). *Pedagogy of the oppressed*. New York, NY: Continuum International Publishing Group.
- Kouzes, J., & Posner, B.,(2007). *The leadership challenge*. (4<sup>th</sup> ed.). San Francisco, CA: John Wiley & Sons.
- Palmer, P., (2007). *The courage to teach*. San Francisco, CA: John Wiley & Sons.
- Yukl, G. (2010). *Leadership in organizations*. (7<sup>th</sup> ed.).Upper Saddle River, NJ: Prentice Hall.

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## **ORGL 501 Methods of Organizational Research**

*Stated Objective:*

Study of the inquiry process, emphasizing research design and methodologies appropriate to investigation of organizational dynamics and human behavior; both qualitative and quantitative methods are explored.

*Professor:*

Dr. Josh Misner

*Competencies Gained:*

The main thing gained throughout the arduous course was to learn how to put together a good research proposal by doing a comprehensive literature review, proposing research rationale, determining methodology, looking at ethical considerations, etc. It was tough, but learning doing my proposal on the topic of, Servant Leadership in Dynamic Organizational Environments, added substantially to my knowledge of servant leadership and gave more depth to my

concentration in that subject. Lastly, the course added significantly to my competency in using APA style.

*Reference Materials:*

- *American Psychological Association. (2009). Publication Manual of the American Psychological Association (6th Ed.). Washington D.C.: American Psychological Association.*
- *Ericksson, P., & Kovalainen, A. (2011). Qualitative methods in business research. Los Angeles, CA: Sage.*
- *Neuman, W.L. (2012). Social research methods: Qualitative & quantitative approaches (7th Ed). Upper Saddle River, NJ: Allyn & Bacon*

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## **ORGL 502 Leadership and Imagination**

*Stated Objective:*

An examination of creativity through analysis of leadership themes in literature, drama, biography, and the arts; emphasizes the role of imagination in forming cultural images and perceptions of leaders and their functions.

*Professors:*

Dr. Albert, Dr. Andenero, Dr. Popa, Dr. Topuzova

*Competencies Gained:*

The course was a combination of on-campus intensive along with online coursework. A highlight for me was the session on how the best leaders are able to simultaneously hold paradoxical ideas. This powerful concept has informed my leadership ever since. Another concept that strongly influenced me was from one of our readings on existentialism. It introduced me to the phrase, *Fundamental Project*, which refers to our overarching life plan or direction. The sessions on Shakespeare's Richard III were intense and meaningful. They showed me how many different ways a particular piece can be interpreted, challenging me as a leader to not accept the same old patterns of thinking.

*Reference Materials:*

- *Maddi, S. R. (2003). Existential and individual psychologies. Journal of Individual Psychology, 182 – 190*
- *Loncraine, R. (Director). (1995). Richard III. [Motion picture]. US: Mayfair Entertainment Intl.*
- *Olivier, L. (Director). (1955). Richard III. [Motion picture]. UK: London Film Productions.*
- *Pacino, A. (Director). (1996). Looking for Richard. [Motion picture]. US: Twentieth Century Fox.*

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## **ORGL 503 Organizational Ethics**

### *Stated Objective:*

Inquiry into the philosophic foundations of interpersonal relations and values in organizational contexts with emphasis on applications of ethical systems to the responsibilities of people in organizations toward society and individuals.

### *Professor:*

Dr. Pavel Shlossberg

### *Competencies Gained:*

This class, perhaps above all challenged me to think. My ethical system was challenged, making me think on my underlying values. One particular valuable challenge was the paper required in Module 2, where we were to look at our personal ethical failures. This class gave me valuable leadership tools that will follow me for the rest of my career, especially being that it built on the concept of trust and ethics upon which the whole ORGL program is based.

### *Reference Materials:*

- Ciulla, J. B., (2004). *Ethics, the heart of leadership*. Westport, CT: Praeger Publishers.
- Christensen, S. L., & Kohls, J. (2003). *Ethical decision making in times of organizational crisis: A framework for analysis*. *Business & Society*, 42(3), 328-358.
- Fonda, H., & Rose, R. (Producer), & Lumet, S. (Director). (1957). *12 angry men*. (Motion picture). United States: Orion-Nova Productions
- Johnson, C. E. (2005). Meeting the ethical challenges of leadership (2<sup>nd</sup> ed.). Thousand Oaks, CA: SAGE Publications. Chapter 8.
- Johnson, C. E. (2007). Ethics in the workplace: Tools and tactics for organizational transformation. Thousand Oaks, CA: SAGE Publications.
- Wall, T.F. (2008). *Thinking critically about moral problems*. Belmont, CA: Wadsworth.

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## **ORGL 504 Organizational Communication**

### *Stated Objective:*

Study of research findings, theories, and models of communication in organizations and examination of the impact of organizational culture and structure on the communication process, including factors maximizing effective communication and overcoming communication barriers.

*Professor:*

Dr, David Givens

*Competencies Gained:*

Regardless of what are the stated objectives, this class was actually about how to conduct a formal communication audit of an organization. It turned out to be a good experience as I was pushed out of my comfort zone to conduct a field audit. I considered it successful in that it identified some communication issues between management and subordinates, and steps were subsequently taken by upper management to correct them. Further, a few months later, I was asked to do another audit for another group of individuals at corporate headquarters.

*Reference Materials:*

- *Conrad, C. & Poole, M. S. (2012). Strategic organizational communication in a global economy. West Sussex, UK: Wiley Blackwell.*
- *Downs, C., and A. Adrian (2004). Assessing organizational communication: Strategic communication audits. New York: Guilford Press.*
- *Judge, M. (Director). (1999). Office space [Motion picture]. United States: Fox*

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## **ORGL 505 Organizational Theory**

*Stated Objective:*

In this introduction to the study of organizations, students will be exposed to a synthesis and integration of major traditions in organizational theory. Emphasis will be placed on a grounding in theoretical concepts and their practical applications so students can learn to understand the chaotic and constantly changing world of organizations.

*Professor:*

Dr. Aditya Simha

*Competencies Gained:*

I think the most important things I took away from this course was refining further the concept of frames of reference, learning to reframe situations, and the power of metaphor as a tool for leadership. I realized that my weakest frame as a leader was that of the political frame. I came to understand that unless I strengthened my ability in the use of the political frame, I would not be as effective a leader since some situations are only solved by political means. This class, perhaps above others, gave me practical tools that effectively helped me make significant positive changes in my workplace.

*Reference Materials:*

- *Bolman, L. & Deal. (2008). Reframing Organizations: Artistry, Choice and Leadership. (4th edition) San Francisco: Jossey-Bass.*
- *Helgesen, S. (2005). The Web of Inclusion: A New Architecture for Building Great Organizations. New York: Currency/Doubleday.*
- *Morgan, Gareth. (2006). Images Of Organization. Thousand Oaks: Sage Publications, Inc.*

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## **ORGL 506 Leadership and Diversity**

*Stated Objective*

This course provides students with an opportunity for reflection on experience, examination of theory and practical application of organizational leadership in the context of diversity. Diversity will be studied within the framework of race, culture, gender, orientation and disability awareness. The goal of the class is to assist students in developing their own understanding and skills in becoming more effective leaders in organizations that acknowledge, value, and incorporate differences.

*Professor:*

Dr. Barbara McLaughlin

*Competencies Gained:*

A couple of classes fundamentally changed me. This class was one. Some of the reading was profoundly disturbing, particularly the many reading assignments that challenged my thinking and pushed me to consider my once taken-for-granted privilege. It fundamentally changed my thinking regarding class, gender, and race. It has informed my current view of injustice, reconciliation, and restoration. Analyzing countless research articles destroyed for me forever the myth that if anyone here in the United States simply works harder, wants it badly enough, is willing to sacrifice, they can transcend their class. This paradigm shift has led to expanding my tolerance for others in less fortunate situations, caused me to realize better my role in the situation, and caused me to consider affirmative action in some situations I would not have previously.

*Reference Materials:*

- *Allen, B. (2004). Difference matters: Communicating social identity. Longrove, IL: Waveland*
- *Hooks, B. (2000). Where we stand: Class matters. New York: Routledge*
- *Samovar, L., Porter, R., & McDaniel, E. (2009). Intercultural communication: A reader, 12th ed. Boston: Wadsworth*

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## ORGL 518 Transforming Leadership

### *Stated Objective:*

A comparison of transactional and transforming leadership by examining past leaders and events. Emphasis is given to determine how contemporary leaders can go beyond the social exchange theory to convert followers into leaders and leaders into moral agents.

### *Professor:*

Dr. Michael Poutiatine

### *Competencies Gained:*

A most intense class that, for me, brought together many of the concepts of previous classes. I came away with the deep realization that transforming power is based on aligning ones internal values with universal principles and then leading from that center for the good of others and society. It dramatically influenced my aspirations as a leader, challenging me to always stand for morally right principles, and to not only oppose injustice and oppression, but to actively seek out ways to encourage and challenge others and organizations to become moral agents.

A quote that has stuck with me is:

“Leadership is not a person or a position. It is a complex moral relationship between people, based on trust, obligation, commitment, emotion, and a shared vision of the good.” Ciulla (2004)

### *Reference Materials:*

Note: While not all specifically assigned for this class, these are reference materials that figured prominently:

- Bass, B. M., & Steidlmeier, P. (1999). *Ethics, character, and authentic transformational leadership behavior. Leadership Quarterly, 10(2), 181.*
- Bolman, Lee G., & Deal, Terrence E., (2008). *Reframing Organizations. (4th ed.). San Francisco, CA: Jossey-Bass.*
- Burns, J. M., (1978). *Leadership. New York, NY: Harper & Row*
- Carey, M.L. (1999). *Hereclitean fire: Journeying on the path of leadership (Part two: The five frames). Dubuque, IA: Kendall/Hunt.*
- Carey, M.L. (1999). *Hereclitean fire: Journeying on the path of leadership (Part four: Two options). Dubuque, IA: Kendall/Hunt.*
- Ciulla, J. B., (2004). *Ethics, the heart of leadership. Westport, CT: Praeger Publishers.*
- Covey, S. R., (1991). *Principle-centered leadership. New York, NY: Fireside.*
- Freire, P., (1993). *Pedagogy of the oppressed. New York, NY: Continuum International Publishing Group.*
- Kouzes, J., & Posner, B.,(2007). *The leadership challenge. (4th ed.). San Francisco, CA: John Wiley & Sons.*



- Palmer, P., (2007). *The courage to teach*. San Francisco, CA: John Wiley & Sons.
- Palmer, P., (2004). *A hidden wholeness*. San Francisco, CA: Jossey-Bass
- Smith, B., Montagno, R. & T Kuzmenko, T. (2004). *Transformational and servant leadership: Content and contextual comparison*. *Journal of Leadership and Organizational Studies* Spring. 10(4). 80-92.
- Yukl, G. (2010). *Leadership in organizations*. (7th ed.). Upper Saddle River, NJ: Prentice Hall.

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## ORGL 530 Servant Leadership

### *Stated Objective:*

An examination of the foundation, principles and practice of servant leadership.

### *Professor:*

Dr. John Horsman

### *Competencies Gained:*

This class was a deep examination of Servant Leadership. I took away a clear definition from Robert Greenleaf (202):

“The best test, and difficult to administer, is this: Do those served grow as persons? Do they, while being served, become healthier, wiser, freer, more autonomous, more likely themselves to become servants? And, what is the effect on the least privileged of society? Will they benefit or at least not be further deprived?” (Greenleaf, 2002)

That definition has stuck with, and follows me daily. I realized that I cannot hope to be an effective servant leader unless my life is congruent—that my outer actions are aligned with my inner values, which, in turn, are aligned to universal principles such as love, justice, forgiveness, truth, etc.

### *Reference Materials:*

- Hesse, H. (1988). (Hilda Rosner -Trans.). *The journey to the East*. New York: Noonday Press. ISBN # 0374500363.
- Greenleaf, R. K. (2002). *Servant leadership: A journey into the nature of legitimate power and greatness*. New York: Paulist Press. ISBN# 0809105543.
- Spears, L. C. & Lawrence, M. (2002). *Focus on leadership: Servant-leadership for the twenty-first century*. New York: John Wiley & Sons. ISBN: 0471411620.
- Thompson, M. C. (2000). *The congruent life*. Hoboken: Jossey-Bass. ISBN: 0787950084.
- Greenleaf, R. K. (1998). *The power of Servant Leadership*. San Francisco: Berrett-Koehler. ISBN-10: 1-57675-035-3.
- Sipe, J. W. & Frick, D. M. (2009). *Seven pillars of servant leadership: Practicing the wisdom of leading by serving*. Mahwah, NJ: Paulist Press. ISBN # 13: 978-0-8091-4560-7.
- Eastwood, C. (director). (2009). *Invictus*. [Movie]USA: Warner Bros.

- *Sargent, J. (director). (January, 2005). Something the lord made. [Movie] USA: Warner.*
- *Joffe, R. (director). (1986/2003). The mission. [Movie]USA: Warner.*

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## ORGL 532 Leadership, Justice and Forgiveness

### *Stated Objective*

In this course students will begin the process of understanding leadership, justice, and forgiveness in the context of purposeful systems change. Servant-leadership and restorative vs. retributive justice are important aspects of the learning community. The course engages students toward self-responsibility in the context of reconciliation, and the depth of heart, mind, and spirit that leads to healing and growth in community with others. Students will work to apply the interior leadership necessary for discernment and action within oppressive systems.

### *Professor:*

Dr. Shann Ferch

### *Competencies Gained:*

This was the class that spurred me on to apply to the ORGL program. As I was looking for a program, I saw this listed as a class, and instantly knew I had to apply. The class was my favorite and one that has profoundly changed me. The book, *Forgiveness and Power in the Age of Atrocity*, always sits close at hand. I highly recommend it to others. This course emphasized for me the need to forgive, but above all, seek true forgiveness. It helped me see my part in the dehumanization of others. I showed me how at times, my forgiveness-asking had been false, and challenged me to dig deeper.

A quote that has stuck with me, that I have often read and quoted, that I think summarizes the class, is:

“Power in the context of love, is not power over others, or the power to enforce, but the power with others and power for others [emphasis by author]. In this sense, forgiveness and power go hand in hand with a servant way of life. Power then is not only the power to forgive, but the power to evoke in others the tenacity to respond to darkness with light, to respond to evil with good, and to respond to hatred with love.” Shann Ray (2012)

### *Reference Materials:*

- *American Masculine Shann Ray Graywolf Press, 2011 ISBN: 1555975887*
- *Forgiveness and Power in the Age of Atrocity Shann Ray Ferch Lexington Books, 2011 ISBN: 0739169483*
- *No Future Without Forgiveness Desmond Tutu Image, 2000 ISBN: 0385496907*
- *The Sunflower: On the Possibilities and Limits of Forgiveness Simon Weisenthal Schocken, 1998 ISBN: 0805210601*

- *Night Elie Wiesel Bantam Books, 1982 ISBN: 0553272535*
- *Man's Search For Ultimate Meaning Victor Frankl Basic Books, 2000 ISBN: 0738203548*
- *My Father's House: Memoir of Incest and Healing Sylvia Fraser Virago Press Ltd, 1989 ISBN: 0860681815*
- *Fools Crow James Welch Penguin, 1987 ISBN: 0140089373*
- *My Life with Martin Luther King, Jr. Corretta Scott King Puffin, 1994 ISBN: 0140368051*
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- *The Count of Monte Cristo [Video] (with Jim Caviesel)*
- *The Diary of Ann Frank [Video] (with Ben Kingsley)*

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## ORGL 537 Foresight and Strategy

### *Stated Objective:*

In this course students will integrate more of the servant-leader characteristics, and further develop the disposition of a servant-leader. The course explores the art, science and methods leaders use to acknowledge, stimulate, and further develop their capacity of foresight. Students engage macro-system perspectives applying strategy and stewardship as they consider introducing vision into the reality of complex organizational and community systems.

### *Professor:*

Dr. John Horsman

### *Competencies Gained:*

This class required an on-campus intensive as well as online participation. It was based on the concept that the best leaders are able to apply a high degree of foresight and that the ability to do so can be developed. It borrowed heavily from Schamer's "Theory U," where there is a process to developing an open heart, mind, and will, which is able to lead to possibilities not dreamed of previously.

As a result of the intensive, I began to conceptualize the possibility of gathering Christian artists in the St. Louis Area to be a healing bridge to a community suffering from a damaged collective soul. That evolved into a final paper titled, *Pathfinding-Foresight in Conceptualizing a Christian Artists' Community*. That has germinated to my capstone project. I do not feel that I would be realizing my capstone project had it not been for this ORGL class.

### *Reference Materials:*

- *Briskin, A., Erickson, S., Ott, J. & Callanan, T. (2009). The power of collective wisdom: And the trap of collective folly. San Francisco: Barrett-Koehler.*
- *Frick, D. M. & Spears, L. C. (1996).The private writings of Robert K. Greenleaf: On becoming a Servant Leader. San Francisco: Jossey-Bass.(selected readings)*
- *Jaworski, J. & Flowers, B. L. (Ed.). (2012). Source. The inner path of knowledge creation. San Francisco: Barrett-Koehler.*

- *Scharmer, C. O. & Kaufer K. (2013). Leading from the emerging future: From ego-system to eco-system economies-applying Theory U to transforming business, society, and self. San Francisco: Barrett-Koehler*

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## **ORGL 680 Leadership Seminar**

### *Stated Objective:*

The Leadership Seminar serves as the capstone experience of the master's program in Organizational Leadership. Students create a research portfolio, project, or thesis as evidence of a synthesis of the program.

### *Professor:*

Dr. Adrian Popa

### *Competencies Gained:*

The digital portfolio ([www.steverobbins.org](http://www.steverobbins.org)) is demonstration of competency. It includes a capstone project. As you peruse the site, you be the judge!

### *Reference Materials:*

No specific materials assigned

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