DPLS 775 Leadership, Discernment, & Vocation

Fall 2011 3 Credits
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Semester: Fall 2011
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Office Hours: by appt.
Dates: Saturdays:, 9/10, 9/24, 10/1, 10/15, 10/29, 11/12, 11/19, 12/3
Time: 8:00 AM - 12:00 PM

Mission of the Program
The Doctoral Program in Leadership at Gonzaga University is premised on the belief that leadership is based on a deep understanding of the self and of the core values that drive one's actions. Thus effective leadership requires the development of a compelling personal vision that engages others by offering meaning, dignity, and purpose. The ultimate aim of leadership is the building of more humane relationships, organizations, and societies. Effective leaders need to develop the critical imagination required to embrace individual, organizational, and global change from a stance of hope and courage.

Course Overview & Description:
In everyday life, then, we must hold ourselves in balance
We should not fix our desires on health or sickness,
Wealth or poverty, success or failure, a long life or a short one.
For everything has the potential of calling forth in us
a deeper response to our life in God.
- St. Ignatius of Loyola
http://www.bc.edu/bc_org/prs/stign/prayers.html

One is asked, then, to accept the human condition, its sufferings and its joys, and to work with its imperfections as the foundation upon which the individual will build wholeness through adventurous creative achievement. For the person with creative potential there is no wholeness expect in using it. And, as Camus explained, the going is rough and the respite is brief.
(Greenleaf & Spears, 1977)

These two quotes form the foundation for this class. It is designed to function as a spiritual retreat based on the Ignatian principle of discernment through awareness of the holy in one’s life.
The core beliefs of this class are:
From Conforti:
• There is an authentic self that exists in relationship to the holy, to others and to the world
• This self is also subject to patterns of unconscious behaviors that tend to occlude one's authenticity
• It is possible to uncover unconscious patterns and discover the gifts of the true self
From Barron:
• Each person has creative potential
• Creativity and the imagination can unlock places of the self
• The expression of creativity is a human experience not relegated to the experts
• From Wakefield
• There is a process of discernment possible in reflection, meditation and prayer
• Following a set pattern enables us to move towards an authentic relationship with the holy
• Taking time to develop a relationship with the holy allows us to more accurately hear the call of our vocation

From Palmer:
• Leaders have a responsibility to strive toward wholeness.
• Leaders must have a keen awareness of their inner voice that calls them into the world
• Leading from the heart of our own self requires exquisite self-awareness, acceptance, and ability to have compassion on self and others.

From Behrend and Greenleaf
• Leaders must have a firm foundation, a faith stance that provides the inner stability required to lead in difficult times.
• The process of becoming whole includes study and reflection, science and creativity, silence and work in the world.
• Leadership is built on relationships that enhance the well being of all. The relationships to nurture are: self to self, self to others and self to the Divine.

One of the many ways to listen to the deep call of vocation/Spirit is to engage deeply in contemplation of one's role in the world through art, music, movement and prayer in community. Thus, class time is dedicated to the experience of discernment in a living community that supports and sustains each person's vocation. A note on experiential learning: the exercises and activities are designed to provide material for integration with the readings. Experience tempered by reflection is the goal of experiential learning; it is a way of informing praxis in a disciplined way. Thus the goal of the class is to provide a vehicle for integration of theory and praxis, in class discussions and in your papers.

The goal of the readings is to prepare students for forming their personal theologically based spiritual practice, which will inform their praxis of servant-leadership. We will be engaging in different forms of creative exploration in various media; mask making, watercolor and clay as well as movement. There is a $25.00 materials fee payable to Silvia Behrend for art supplies, due the first week of class.

**Required Texts**


Course assignments

Due: September 10: This is due on the first day of class. Read Conforti, Michael (1999). Field, Form, and Fate: Patterns in Mind, Nature, & Psyche. New Orleans: Spring Journal Books. Be prepared to discuss the themes of patterns in the life cycle: What are the patterns of youth, young adulthood, adulthood, mid-life and old age?


DUE: October 1: After reading Barron and having the experience of creating a mask, write a 3-5 page paper integrating the themes of creativity with your own class experience.

October 1- November 12 James Wakefield. (2006). Sacred listening: Discovering the spiritual exercises of Ignatius Loyola. Grand Rapids, Michigan: Baker Books. Complete Units 2 and 3. These two units lead you on a course of meditation with specific biblical texts. **Feel free to use any book that is holy for you. It can be secular or religious.** We will make use of these charts sometime during the class. The instructions and charts schema are posted on Blackboard. We will discuss this more in depth during class.

DUE: November 5: Charts from the Spiritual Exercises

DUE: December 3:Parker Palmer. (2000). Let your Life Speak: Listening for the Voice of Vocation. San Francisco: JosseyBass. Write a 3-5-page paper allowing your inner self to speak about your life: who are you now and who are you called to be? What does your soul need in order to become who you would be?

DUE: December 18: Final Paper

Based on the readings and the class experience, write a 10-12 paper that answers the following questions:

- What are the major patterns that enhance/impede your life's work?
- What is your theological belief system?
- How does your theology inform your spiritual practice?
- How does the above affect your understanding of the praxis of leadership?
- How do you plan to incorporate a spiritual dimension to your work, both as a doctoral student and as a leader in your field of work?
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<thead>
<tr>
<th>Date</th>
<th>Readings</th>
<th>Assignments</th>
<th>Tentative Topics</th>
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<tbody>
<tr>
<td>September 10</td>
<td>Conforti</td>
<td>Read and discuss patterns and the unconscious</td>
<td>Relationship of Self to Self</td>
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<tr>
<td>September 24</td>
<td>Read Barron</td>
<td>Continue on themes of patterns, fields and the unconscious</td>
<td>Relationship of Self to Self - Mask making</td>
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<tr>
<td>October 1</td>
<td>Barron</td>
<td>Due: paper on Barron and begin spiritual exercises</td>
<td>Relationship of Self to Others</td>
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<td>October 15</td>
<td>Wakefield</td>
<td>Spiritual Exercises</td>
<td>Relationship of Self to Others - water color</td>
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<td>October 29</td>
<td>Wakefield</td>
<td>Spiritual Exercises</td>
<td>Relationship of Self to the Divine</td>
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<tr>
<td>November 5</td>
<td>Wakefield</td>
<td>DUE: bring your charts to class</td>
<td>Relationship of Self to the Divine</td>
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<td>November 19</td>
<td>Parker</td>
<td>Read and be prepared to discuss</td>
<td>Discernment and Vocation</td>
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<tr>
<td>December 3</td>
<td>Parker</td>
<td>DUE: Palmer paper and Final class</td>
<td>Discernment and Vocation</td>
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**Assumptions about grading and attendance:**

I assume that:
- Students in this and any other doctoral level class have the required expertise to comply with Gonzaga's and the Doctoral Leadership Studies Program grading and honor system.
- Students are able to write cogently, accurately, and in accordance to the APA guidelines.
- Students have appropriately scheduled to attend every class and that emergencies arise. I follow departmental policies regarding absences. An Incomplete will be given if students are absent two or more times and/or assignments are not turned in on time.
- Students know whether they are putting forth their best, good, or mediocre efforts in terms of attendance and participation.
- We all know what excellent work looks like (A), what good work looks like (B), and what more marginal work looks like (C). It is my expectation that students will receive an A or an Incomplete.
- I am available to discuss students' progress at any time during the course, please email me at behrend@gonzaga.edu

Some caveats:
- All of the above is subject to revision according to the needs of the class.
- Assignments are due as stated regardless of what we are doing that day.
- Changes in location or any other changes are possible.
- I will notify the class through Blackboard of any changes, new information, or whatever needs to be relayed. Please check your email.