DPLS 756 Leadership & Psychology

Spring 2010 3 Credits

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TELEPHONE: 313-3490
CLASS DATES: 1/14, 1/28, 2/4, 2/18, 3/4, 3/18, 3/25, 4/8

SCHOOL AND DEPARTMENT THEME STATEMENT
The Department of Doctoral Studies and the School of Professional Studies at Gonzaga University seek to build "people for others," people able to define their own sense of identity, live within a moral framework, and articulate and advance social justice.

COURSE OVERVIEW
The course focuses on the essence or core of leadership for each individual. Individuals are encouraged to integrate systems theory and "servant leadership" (Greenleaf, 1991/2002) into their own personalized stance on leadership. Systems theory with regard to psychology is presented, including sections on family systems thought, developmental approaches to systems, and symbolism in the context of systems. Each student develops a lifeline of leadership growth and explores the nature of a person in relation to their personal leadership stance.

COURSE GOALS AND OBJECTIVES
Individuals will reflectively explore their own experience as leaders and their own history with regard to leadership, and will articulate a clear understanding of their present personal leadership stance.

EXPERIENTIAL AND LEARNING ACTIVITIES
The course will use an active, open dialogue format including experiential activities designed to promote creative and reflective learning.

REQUIRED TEXTS
- Strength to Love by Martin Luther King, Jr.--Fortress Press, 1981.
- The Measure of a Man by Martin Luther King, Jr.--Fortress, 1988.

ASSIGNMENTS
There will be three written assignments and two non-written assignments:
Assignment 1--Paper 1--Observe and Write
- focus: to obtain a view of another person's world
- goal: observe from a stance of care, and love of knowledge
Observe a child or adolescent for 20 minutes. Observe an older person (preferably over 70 years of age) for 20 minutes. You are required to write constantly as you observe. Do not stop your pen or pencil, write as continuously as you can for the entire period of observation. When observing,
pick a crowded area in which you can observe without intruding on the person you are observing (a mall, a big playground, an airport, a bus terminal, a school, a family gathering, a restaurant, etc.). When you have completed your two 20-minute observations, type up what you have written. In addition, write 2-3 pages of personal reflection for each observation (with these 4-6 pages plus the observations, your paper should be 8-12 pages long): how did each observation impact you, what did you learn about life, self, family, community, God? Citations are not required.

Assignment 2--Paper 2--Nature of a Person, & Leadership
• focus: to open a reflective internal and external discussion of each individual's personalized leadership stance
• goal: to clearly articulate your own leadership stance
Make 5 statements about what you feel are a part of the nature of a person. Following your statements about the nature of a person, write an 8-12 page thinking/reflection/academic paper defending your statements. Try to balance your own opinions, feelings, knowledge, and experience with research, historical, and literary citations on leaders and leadership. Maximum length, 12 pages: 1 for the statements on the nature of a person, 8-10 pages for the body of the paper, and 1-3 pages of references. You must critically defend your nature of a person statements within the paper. Citations are required.

Assignment 3--Paper 3--Leadership Lifeline
• focus: to recognize and celebrate each individual's personal history with regard to the making of a leader
• goal: to set forth the elements of your own history that have helped make you a leader; and to give an in-depth telling of four specific life experiences that helped forge you leadership style
Make five horizontal lines on an 8.5 by 11" page (horizontal lines go across the 11" side). One will be named "Self-Discovery", one "Mentors", one "Pain", one "Joy" and one "Leadership Lifeline." On the Self-Discovery line list chronologically 15-25 self-discoveries that helped shape you as a leader throughout your life; on the mentor line list 15-25 mentors; on the pain line list 15-25 painful experiences; on the joy line list 15-25 joyful experiences. Use phrases or short sentences on these first four lines. On the Leadership Lifeline combine all items in chronological order using only one key word for each discovery, mentor, or experience.

Self-Discoveries=any discovery about self that led you toward being a leader
Mentors=family members, or any personal, professional, or world leader
Pain=any experience of emotional, spiritual, physical, or family pain
Joy=any victories, triumphs, cherished moments, or joyful times

Choose one item from each of the first four lifelines to write about. In writing, reflect on how that item helped forge in you the character of a leader. Length: 8-11 pages: Possible outline: 1 page has the five lifelines on it; use 1 page for intro and 1 page for conclusion; use 1-2 pages to write on a self-discovery, 1-2 pages to write on a mentor, 1-2 pages to write on a painful life experience, and 1-2 pages to write on a joyful life experience. Citations are not required.
Assignment 4--Bring an Object and a Poem
- focus: bring an object that symbolizes self and a poem about self
- goal: be able to discuss this with your classmate
Write a poem about yourself and bring enough copies to class so that everyone can have one. Choose an object that symbolizes yourself and bring it to class; once in class, tell why you believe the object symbolizes yourself.

Assignment 5--Presentation: Moments In Your Life
- focus: to reflect on the growth of self in relation to humanity and personal leadership style
- goal: bring four objects, one for each moment written on in your Leadership Lifeline, and present your paper by describing how these objects symbolize what you wrote about
Choose one object to symbolize the self-discovery you wrote on in Paper 3, one to symbolize the mentor, one to symbolize the pain, and one to symbolize the joy. Bring these objects to class and use them as the means of presenting your paper.

GRADING
- assignment 1: 10%
- assignment 2: 30%
- assignment 3: 30%
- class participation: 30%
(assignments 4 and 5 are included in class participation)

All papers are graded with regard to three equally-weighted elements:
- Creativity--writing style, writing voice, arrangement of thoughts and arguments, etc.
- Construction--structure, grammar, clarity, simplicity, etc.
- Critical Thought--depth, skill of argument, density of critical judgement, etc.

Doctoral level work is of highest quality both in content and presentation. Grades are assigned as follows:
A 95-100%  B+ 85-89%  C+ 70-74%
A- 90-94%  B 80-84%  C Not acceptable at Ph. D. level
B- 75-79%

COURSE OVERVIEW: EDLD 756

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<th>WORK DUE</th>
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<td>1.</td>
<td>Introduction</td>
<td>Seal, mission statement</td>
<td>Discuss Servant Leadership</td>
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<td>2.</td>
<td>Systems Theory</td>
<td>2 paradigms</td>
<td>Discuss Servant Leadership</td>
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<td>Servant Leader</td>
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<td>3.</td>
<td>Family Systems</td>
<td>Read papers, discuss</td>
<td>Paper 1</td>
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<td>Satir, Bowen</td>
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<td>Paper 2 discussion</td>
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<td>Discuss Measure of a Man</td>
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<td>4.</td>
<td>Family Systems</td>
<td>Case study</td>
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5. Symbolism
   Bring Object and Poem
   Assignment 4
   Paper 2 discussion
   Lion sculpture

6. Developmental Stages
   Paper 3 discussion
   Discuss The Broken Wings
   Paper 2

7. Great Leaders
   gathering wisdom
   Video/audio tapes MLK
   Discuss Lincoln on Leadership
   Paper 3
   Discuss Strength to Love

8. Leadership
   Present Leadership Lifelines
   Assignment 5

Preparation of Class Papers
- Papers are typed on one side of a standard 8.5 x 11" sheet of white paper.
- Papers are double-spaced.
- There are at least 1" margins on all sides of the text. Right margins can be justified or not justified.
- Type fonts should be clear and easy to read (New York, Geneva, etc.); 12-point font is usually recommended.
- Papers are stapled in the upper left corner.
- The individual's name is typed in the upper right corner; also indicate which assignment the paper fulfills (i.e., 2. Write and Observe).
- Titles for any paper are optional; running heads are also.
- Each new paragraph is indented.
- If citations are used, adhere to APA conventions.
- Each paper is to be carefully proofed before submission.
- Each paper is to be enjoyed if at all possible.

BIBLIOGRAPHY
- The following books are representative of the literature base used for this course. Ideas, overheads, handouts, and theories relevant to the course rose from the following sources.


** This course taught in compliance with the Gonzaga U. fair process manual **