DPLS 756 Leadership & Psychology

Spring 2012 3 Credits
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Phone: 360 259 3971
Office Hours: by appt.
Dates: Jan 14, 28, Feb 11, 25, Mar 10, 24,31, Apr 14

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
This course focuses on the essential aspects of “servant leadership” as articulated by Greenleaf (1991) through the lens of analytical psychology. This approach is based on Jung’s work on the primacy of the Objective Psyche, the archetypal nature of human existence through images, symbols and complexes. The concepts of The Collective Unconscious, Ego, Persona, Shadow, Complex, Self, Animus and Anima form the basis of our work. These and other concepts will be presented and individuals will have the opportunity to explore how universal themes of leadership and self development (archetypes) have expressed in their own life, what that might mean for further developing a stance on leadership that is in line with its most life-enhancing articulation.

Because Greenleaf found the model of servant leadership in Herman Hesse’s book, Journey to the East, we will use that as a primary resource and trace the protagonist's developing understanding of himself and of Leo's true nature. This will be followed by applying the same methodology to each individual's life, creating a book of images, poems, narrative, art that reflects the personal journey to leadership theory and practice. There will be a $15.00 art supply fee payable me the first day of class. This will lead to the final project which will be an archetypal autobiography as it related to your personal leadership stance in the world.

Required texts
The following selected readings posted on Blackboard:
Brattleboro: Assisi Institute Press.
Barnes and Noble Books.


**Assignments and due dates**


**Jan 28, 2012:** Read Conforti on Blackboard and be prepared to discuss the concept of the complex. We will begin creating our personal book of self relating to ego, shadow, persona, and complex.

**Feb 11, 2012:** Read Hannah and Dahl on Blackboard and be prepared to discuss the Anima, Animus and the Complex. We will continue creating our personal book of self relating to the above.


- Plot out the archetypal themes of servant leader
- What are the stages one has to go through to become that type of leader
- At which points do you identify with Leo and with H?
- What are the illusions and disillusions that get in your way of authentically serving

We will continue creating our personal book of self in relationship to servant leadership.

**March 10, 2012:** Begin the process of writing your autobiography, following the guidelines posted on Blackboard. Read Kaufman, *The Way of the Image II,* paying particular attention to pp. 32-33.

**April 14, 2012:** Archetypal autobiography due.

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<thead>
<tr>
<th>Date</th>
<th>Assignment</th>
<th>Notes</th>
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<tbody>
<tr>
<td>Jan 14, 2012</td>
<td>Greenleaf and Jung</td>
<td>Class orientation, Greenleaf, Collective Unconscious</td>
</tr>
<tr>
<td>Jan 28, 2012</td>
<td>Jung/Conforti/</td>
<td>Ego, Shadow, Persona, Complex</td>
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<tr>
<td>Feb 11, 2012</td>
<td>Hannah/Dahl</td>
<td>Complex, Anima, Animus</td>
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<td>Feb 25, 2011</td>
<td>Hesse/McClendon</td>
<td>Leader's journey</td>
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<tr>
<td>March 10, 2012</td>
<td>Kaufman</td>
<td>Archetypal autobiography</td>
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<td>March 24, 2012</td>
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<td>Archetypal autobiography</td>
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<td>March 31, 2012</td>
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<td>Archetypal autobiography</td>
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<td>April 14, 2012</td>
<td>Final project due. Integration of class material and experience</td>
<td>Archetypal autobiography</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. I follow departmental policies regarding absences. An Incomplete will be given if students are absent two times and/or assignments are not turned in on time. If an emergency arises, please advice me as soon as possible about any conflict with attendance.
- 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). I assume that all students are capable of A work, are willing to engage respectfully in class discussions and will do all work as assigned on time.
- I will do my best to be flexible to a reasonable degree, if there are extenuating circumstances, contact me as soon as possible to make alternate arrangements and make up assignments.
- I am available to discuss students' progress at any time during the course, please email me at behrend@gonzaga.edu

References:
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This course is taught in accordance with the policies and procedures set forth in the School of Education Standards and Fair Practice Manual, and complies with the Family Educational Rights and Privacy Act (FERPA). If you have a disability or suspect that you have a disability that requires any type of accommodation to fulfill the requirements of this course, please contact the Office of Disability Resources, Education and Access Management at (509) 313-4134 and notify the professor within the first week of the course.