DPLS 776 Invitation to Leadership

Spring 2012  3 Credits
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Semester: Spring 2012
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Office Hours: by appt.
Dates: Jan 13, 27, Feb 10, 24, Mar 9, 23, 30, Apr 13

Mission of the Program
The Doctoral in Leadership Studies 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.

The Invitation of Leadership
“There is something subtle communicated to one who is being served and led if, implicit in the compact between servant-leader and led, is the understanding that the search for wholeness is something they share.” - Greenleaf: The servant as Leader

Greenleaf's axiomatic question for servant-leadership is to ask whether those served are “healthier, wiser, more free, autonomous, more likely to themselves become leaders?” (Greenleaf 1977.) The servant-leaders' role is to create an environment based on safety, trust, and confidence where those served will be encouraged to discover problems and solutions themselves by finding their own authority.

In order to create such an environment, leaders must develop “a deep understanding of the self and of the core values that drive one’s actions.” (Mission Statement.) In the first three chapters of Servant Leadership, Greenleaf posits that such leadership includes possessing psychological insight, imagination, intuition, authenticity, spiritual grounding and an awareness of her/him self as a whole human being in community with other whole human beings. This class seeks to articulate a vision of leadership embedded in the necessity for the leader to envision, create, maintain and sustain safe communities.

In essence, leadership is an invitation to both the self and others to enter into relationships that are mutually respectful, beneficial and perhaps transformational. Servant leadership in particular invites us into a way being with one another that enhances the integrity and authenticity of all. How do we respond to the invitation to lead and to be led? How do we develop our best authentic selves while conflicting needs and demands challenge our commitment to our souls?

To answer these and other related questions:
• we will explore different models of **psychological insight** with the goal of wholeness and healing. This exploration will combine the primary tenets of self-psychology, analytical and depth psychology with the praxis of self awareness using **imagination and intuition**.

• we will look at “the notion of **authenticity**, of self-fulfillment which seems to render ineffective the whole tradition of common values and social commitment” (Taylor 1991) in order to answer the question of how to balance self growth with the demands of being in community.

• we will examine the complex nature of **hospitality**: the care and welcoming of the other as a whole and imperfect human being. What is our understanding of servant leadership in a multicultural, technologically mobile and diverse work world where the notions of hospitality are predicated on who has the power of inclusion and exclusion?

• Finally, we will explore the relationship of body and soul with **creativity**. How do we become attuned to our physical and soul needs what methodologies for self care can we access? We will be working with various creative media, a $15.00 materials fee to cover the costs of art supplies will be due the first day of class, payable to Silvia Behrend.

This class will explore these five areas through readings and writings as well as through creative processes. (All assignments are based on the assumptions of the first three chapters of Greenleaf's book and will require that the students ground their praxis on these principles.)

**Required Readings**


**Assignments**

**January 13, 2012**: Premise of the class and Introduction to the class:


**January 27, 2012**: Behrend, Silvia (2005). "The Art of Community, The Community of Art." Unpublished dissertation. Meadville/Lombard Theological School. The reader will be available on Blackboard. Read and bring four objects from your life experience which demonstrate the ideas of self-object needs, they can be anything from pictures to toys to a memory. We will discuss the theory in class and share our experiences in small groups.
January 30 - February 24: Levoy, Gregg (1997). *Callings: Finding and Following an Authentic Life*. New York: Three Rivers Press. **Starting January 30th and due on February 24**, keep a journal on any aspect of the readings that have meaning for you. The journal is to be kept daily, entries are to be no fewer than 250 words a day, or exceed 1000 words per entry. You may choose digital format, or if you wish to use a paper journal, please write legibly in ink (no pencil please). The journal will be due on February 24. You may email me the entire journal, or hand in the paper copy. We will discuss the parameters of the assignment in more detail in class.


March 30, April 13: **Final Presentations:** In 2007, Carnegie Mellon professor Randy Pausch, who was dying of pancreatic cancer, delivered a TED talk on making childhood dreams come true. [http://www.ted.com/talks/lang/eng/randypausch_really_achieving_your_childhood_dreams.html](http://www.ted.com/talks/lang/eng/randypausch_really_achieving_your_childhood_dreams.html). This is also known as The Last Lecture. Looking back at Greenleaf’s suggestions for leaders and integrating the different aspects of our class experience, prepare a personal statement that addresses the mission’s meaning of effective leadership which "requires the development of a compelling personal vision that engages others by offering meaning, dignity, and purpose." (Mission Statement). The presentation is to be no longer than twenty minutes in any format that best suits your vision. A 10-12 page paper that provides the theoretical basis for your work is due with the presentation.

**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 with the APA guidelines.
- Students have appropriately scheduled to attend every class. **If you have an emergency, please inform me as soon as possible. I follow departmental policies regarding absences. An Incomplete will be given if students are absent twice and/or assignments are not turned in on time without prior arrangement.**
- 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 am available to discuss students' progress at any time during the course, please email me at behrend@ Gonzaga.edu

**Learning Activities, Assignments and Due Dates:** Please be aware that you will be reading the material the week or weeks before the reflection is due to give you time to digest and synthesize the material. We will use the reading material for the class the day the reading is assigned. The materials fee of $25.00 is collected the first day of class, payable to Silvia Behrend.
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<td>Greenleaf</td>
<td>Discussion of key elements</td>
<td>Class orientation, Greenleaf</td>
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<tr>
<td>January 27</td>
<td>Behrend</td>
<td>Bring four object for class discussion to illustrate self-psychology. Begin Levoy Journaling</td>
<td>psychological insight - imagination and intuition - creativity</td>
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<td>February 10</td>
<td>Levoy</td>
<td>Continue Journals: Solo and group activities</td>
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<td>February 24</td>
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<td>March 9</td>
<td>Taylor</td>
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<td>March 23</td>
<td>Molz</td>
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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 assume that if I did not call you or email you back, it is not personal but rather that something prevented my immediate response. Please feel free to remind me.
• This is a highly participatory and active class. Dress for comfort.

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.