The Doctoral Program in Leadership Studies 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. In the Jesuit tradition, the Doctoral Program attempts to provide a learning community in which students can develop the personal qualities of self-knowledge, self-acceptance, a restless curiosity, a desire for truth, a mature concern for others, respect for human individuality, and a thirst for justice. The Program promotes academic excellence and facilitates the strengthening of conceptual, scholarly, and professional competencies for use in leadership roles that serve others.

Accommodation Statement
If you need an accommodation based on the impact of a disability, you should contact me to arrange an appointment as soon as possible. Disability Support Services (ext. 4134) will help to verify the need for accommodations and develop accommodation strategies. If you have not previously contacted Disability Support Services, I encourage you to do so.

I. Overview:
Leaders possess qualities and characteristics that support their hardy persistence in the face of adversity. Resilience describes a set of qualities that foster a process of successful adaptation and transformation despite risk and adversity (Benard, 2004). Ann Masten, a well-known resilience researcher from the University of Minnesota, defines resilience as a “class of phenomena characterized by good outcomes in spite of serious threat to adaptation or development” (2001, p. 228). Ungar (2004) indicates that “Resilience may refer to either the state of well being achieved by an at-risk individual (as in he or she is resilient) or to the characteristics and mechanisms by which that well-being is achieved (as in he or she shows resilience to a particular risk)” (p. 5). Butler (1997) refers to resiliency as an interactive and systemic phenomenon, the product of a complex relationship of inner strengths and outer help throughout a person’s life span. This definition embraces the concepts of hope and possibility, which are critically important for leaders. Weick (2001, p. 110) ascribed sources of organizational resilience as: improvisation and bricolage, virtual role systems, the attitude of wisdom, and respectful interaction, in his description of the collapse of sense making in organizations facing adversity and disaster. Definition is often unique to a particular person, situation, or experience; the one common characteristic is that something goes terribly wrong and positive outcomes defy expectations.
Class participants are encouraged to consider a paradigm shift from risk to resilience and explore the many protective factors that promote success. Protective factors are defined as traits, conditions, situations, and episodes that enable individuals to overcome obstacles by altering - or even reversing - predictions of negative outcomes (Haggerty et al., 1996).

The course offers an exploration of resilience research with practical application to leadership in today’s world. Classes will be anchored around the personal stories of individuals, groups, and organizations that triumph in the face of significant obstacles.

II. Objectives
At the end of the course you will be able to:

1. Reflect on your life history in order to become more aware of the risk and protective factors contributing to your resilience as a leader. Develop strategies, which will increase your adaptation in the face of a changing life environment.
2. Increase your understanding of resilience by exploring longitudinal research as well as the personal stories of individuals, groups, and organizations that have overcome great odds and manifest hopeful outcomes.
3. Articulate a personal position on leadership and resilience, articulated through the biography of another that addresses the values, beliefs, and behaviors necessary to maintain a strong presence in a changing and often difficult environment.

III. Learning Activities
Class discussions will weave together reading assignments, case studies, out-of-class experiences, film, and guest speaker presentations. You will have the opportunity to demonstrate your knowledge through a variety of assignments.

Professional Expectations:
All assignments are due at the date specified, and will be presented in a professional manner (assigned number of pages, APA style, spelling- and grammar-checked, etc.) Students are expected to attend all classes, arrive on time for class, and be willing to participate fully. This includes willingness to verbally participate in class and be respectful of others who are teaching and/or presenting. There will be many opportunities for meaningful discussion. This also means listening to and encouraging the voices of every member of the class. Please arrive at 6 PM because presenters will begin at the start of each class.

Reading Expectations
Reading assignments are to be done prior to class as indicated on the calendar. Discussion will focus on the integration of themes from the various readings with film, case studies, and guest speakers. Participation in the discussion of readings contributes to the growth of all members and is an important requirement for this course.

PRE-ASSIGNMENT
Assignment 1: Resilience Life Line & Reflection Paper: Due June 20
Create a lifeline identifying critical incidents in your life (crises and/or opportunities) and representing your resilience in the face of these factors. You may choose any medium (draw,
weave, collage, PowerPoint). Use images and/or symbols to illustrate your successful adaptation to these events. Prepare a reflection paper on this process and product (3 pages).

Assignment 2: Vision Metaphor and Reflection Paper Due June 27
After watching Joel Barker's video The Power of Vision, create a metaphor, which represents a quality of strength, which contributes to your resilience as a leader. Prepare a reflection paper to accompany this metaphor (2 pages).

Assignment 3: Case Study - Individual Due July 4
Research the lived experience of an individual who demonstrates resilience by interviewing someone who has overcome significant and overwhelming challenges in his/her life to demonstrate successful adaptation and community leadership (5 pages).

Assignment 4: Case Study - Organization Due July 13 (Friday)
Research an organization, institution, business, or identified group that has overcome significant and overwhelming challenges to demonstrate successful adaptation and community leadership, despite significant obstacles (5 pages).

Assignment 5: Biography Position Paper and Presentation Due July 25
Prepare a position paper on the links between protective factors and resilience, framed around a selected life story (biography/autobiography from book or film). Refer to the biography of a selected individual who has overcome significant odds. Use the story of this person's life to frame a position paper on the links between protective factors and resilience. Refer to this biography, required texts for this course, and research on leadership, resilience, hardiness, and positive development. This will be a scholarly paper with references as well as documentation from experience to support your position (12-15 pages). Class presentations will detail the life and resilience of the person highlighted by the biography.

See guidelines, to be given under separate cover, for more specific requirements for papers. Please obtain signed permission forms for any interviews.

IV. Texts Required

V. Assessment and Grading:
Coursework will be assessed on a point basis and weighted as follows:
Attendance, participation, in-class work, assignments 15 points
Vision Metaphor 10 points
Resilience Life Line 15 points
Individual Case Study 15 points
Organizational Case Study 15 points
Position Paper 30 points
Doctoral level work should be of high quality in both content and presentation.

Final course grades will be based on the following percentile scores:

- 100-95 points A
- 94-92 points A-
- 91-89 points B+
- 88-85 points B
- 84-81 points B-
- 80-78 points C+

Less than 78 points is unacceptable for doctoral study.
Please contact me if you have any questions about assignments.
### VI. Schedule of Courses - To be revised

<table>
<thead>
<tr>
<th>Date</th>
<th>Content</th>
<th>Due this class</th>
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<tbody>
<tr>
<td>June 20</td>
<td>Theme: Understanding &amp; Personalizing Resilience</td>
<td>Read: Frankl</td>
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<tr>
<td></td>
<td>Presenter: tba</td>
<td>Resilience Life Line</td>
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<td></td>
<td>Introduction</td>
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<td>Class Expectations, Syllabus</td>
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<td>Defining terms</td>
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<td></td>
<td>Vision: Frankl reading discussion</td>
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<tr>
<td></td>
<td>The Power of Vision - Joel Barker</td>
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<tr>
<td>June 27</td>
<td><strong>Theme: Vision</strong></td>
<td>Read: Benard</td>
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<td></td>
<td>The Profile of Resilience: tba</td>
<td>Vision metaphor and reflection paper</td>
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<td>Resilience Research: What went right?</td>
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<td></td>
<td>Discussion of Readings</td>
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<td>Theory to Practice</td>
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<td>The Voices of Others</td>
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<td>July 4</td>
<td>Theme: Framing Cultural Experiences &amp; World Views</td>
<td>Read: Luthar (pp. 1-213)</td>
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<td>The Profile of Resilience: tba</td>
<td>Individual case study</td>
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<td>Trauma and Recovery</td>
<td>presentation &amp; paper</td>
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<td>Discussion of Readings</td>
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<td>July 11</td>
<td><strong>Theme: Overcoming Odds</strong></td>
<td>Read: Luthar 243-436</td>
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<td>The Profile of Resilience: tba</td>
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<td>Discussion of Readings</td>
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<td>July 13</td>
<td><strong>Theme: Organizations</strong></td>
<td>Read: Harvard Business Review</td>
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<td>The Profile of Resilience: tba</td>
<td>Group case study</td>
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<td>Discussion of Readings</td>
<td>presentation &amp; paper</td>
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<td>July 18</td>
<td><strong>Theme: Meaning and Hope</strong></td>
<td>Read: Luthar 437-551</td>
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<td>The Profile of Resilience: tba</td>
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<td>Success stories</td>
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<td>July 25</td>
<td><strong>Theme: The Stories of Resilience</strong></td>
<td>Position papers</td>
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<td>The Profile of Resilience: tba</td>
<td>Presentations</td>
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<td>Presentations</td>
<td>Presentations on Biographies</td>
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<td>Weaving it all together</td>
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<td>Course Evaluations</td>
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All class discussions will weave together leadership and resilience. Dialogue will grow from the lived experiences of individuals and organizations. Please arrange to arrive at 6 PM because presenters will begin at the beginning of each class.
VII. Bibliography Reflecting Knowledge Base

Classic Readings


Current Readings


Beegle, D. (2006) See poverty...Be the difference! Discover the missing pieces for helping people move out of poverty. Tigard, OR: Communications Across Borders.


Internet Sites
http://www.search-institute.org Search Institute, Minneapolis, MN
http://www.dshs.wa.giv/ca/about/abServices.asp
http://www.resiliencycanada Resiliency Canada, Calgary, AB
http://www.resiliencyproject Resiliency Project, U of C, Calgary
*http://www.phac-aspc.gc.ca* Public Health Agency of Canada, Alberta Region

*http://www.he-sc.qc.ca* Canadian National Clearinghouse on Family Violence

*http://www.wnep.ca* Western and Northern CA Protocol for Collaboration in Ed

*http://www.albertalearning* Alberta Learning

*http://www.education.gov.ab.ca* Provincial Government - Alberta Education

*http://www.lrc.education.gov.ab.ca* Learning Resources Center of Alberta

*Canadian*