Changes to the Program’s Curriculum

The Doctoral Program curriculum includes a structure that focuses on the four dimensions of leadership: personal systems, organizational systems, global systems, and research. A total of at least 60 credits must be successfully completed for graduation from the program.

Core Courses
Students are required to complete the following courses (12 credits) prior to applying for candidacy:

- **Personal Systems:** DPLS 700 Leadership Theory (3 credits)
- **Organizational Systems:** DPLS 701 Organizational Theory (3 credits)
- **Global Systems:** DPLS 703 Policy Analysis and Global Systems (3 credits)
- **Research:** DPLS 720 Principles of Research (3 credits)

Other Course Requirements
In addition to the 12 credits of core courses, students are required to complete the following courses (19 credits total):

- **Ethics (4 credits):**
  - DPLS 745 Leadership and Personal Ethics (2 credits, required)
  - An additional 2 credits of ethics is required from the following courses:
    - Leadership and Applied Ethics DPLS 746 (2 credits)
    - Leadership and Classical Ethics DPLS 747 (2 credits)
    - Leadership and Feminist Ethics DPLS

Letter from the Chair

Greetings to one and all,
I am pleased to announce that life is good for the Doctoral Program in Leadership Studies. This goodness stems from current students enrolled in the program, students who are most wise, conscientious, and engaging in thought. This goodness also comes from our many alumni who continue to make outstanding contributions in the world through their conscientious leadership practices. As well this goodness comes from the evolutionary nature of the program, as it continues to gain deeper understandings and insights into the critical role leadership plays in today's world.

Although changes have been made in the Doctoral Program curriculum, the program remains centered in leadership that enhances more humane relationships, organizations, and societies; leadership that embraces individual, organizational, and social change from a stance of hope and courage. What is new about the Doctoral Program is a conceptual framework that articulates how we are to live out our mission, how we might further advance thoughts and gain new insights about leadership, how it is that leadership might impact life in healthy, life-giving ways.

The new conceptual framework for the Doctoral Program centers on leadership from three perspectives: personal, organizational, and global, social systems. The personal dimension is based on the premise that leaders who make a difference in the world are those who are authentic, those who consciously integrate deeply-held values into leadership respect for human individuality, and a thirst for justice. The program remains centered in leadership that enhances more humane relationships, organizations, and societies; leadership that embraces individual, organizational, and social change from a stance of hope and courage.

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Eratta...

**Doctoral Program Listserver**

Everyone in the Doctoral Program in Leadership should subscribe to the Doctoral Listserver. The listserv is the primary form of communication between the department and currently enrolled students. To be on the list you must subscribe (note that the address you use to subscribe to the listserver is different from the address you use to communicate with people on the list). Use of the "reply" function will send the message to EVERYONE on the list.

To subscribe: send an email message from the address you will be using to:

TO: majordomo@gonzaga.edu
No subject is needed.
Message: subscribe doctoral

All messages sent to the doctoral listserve are archived and can be checked at http://lists.gonzaga.edu/lists/doctoral/

**Spring Registration**

Mark your calendars! Spring registration begins on November 1, 2004. For a tentative class schedule visit the doctoral program website, or login to the blackboard community.

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**Conferences & Seminars**

**March 31 - April 1, 2005**
The 10th Annual Leadership Institute for Education (LIFE) [hosted by Dr. Shann Ferch & Dr. Michael Carey]
Indianapolis, Indiana

**June 2 - 4, 2005**
The 15th Annual International Conference of The Greenleaf Center for Servant-Leadership; Indianapolis, Indiana

**November 4-6, 2005**
International Leadership Association Conference;
Amsterdam, the Netherlands

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**The Follet Conversation**

Talk around the Doc Program: Mary who??! What are those folks talking about – Mary Follicle? Who was Mary Parker Follett? Why is everyone talking about Mary P. Follett (pronounced foe-let)?

Mary Parker Follett (1868-1933) was a visionary and pioneering individual in the field of human relations, democratic organization, and management. Follett was born in Massachusetts in 1868. In 1892 she entered what would become Radcliffe College, the women's branch of Harvard. She graduated from Radcliffe summa cum laude in 1898. Follett's intensive research into government while at Radcliffe was later published in her first book, *The Speaker of the House of Representatives* (1909), which was lauded (by, among others, Theodore Roosevelt) as the best study of this office of government ever done. Throughout her academic life Mary Parker Follett continued to explore the idea of participatory democracy publishing *The New State* in 1921 and *Creative Experience* in 1924. After her death in 1933 a compendium of her papers and lectures was published under the title *Dynamic Administration*. Her work has been heralded as revolutionary by thinkers like Peter Drucker and John Maxwell and has influenced organizational thought for almost 100 years.

For the last six months a group of doctoral students, accompanied by Dr. Norum and adjunct faculty Dr. Francovich, have been meeting regularly to discuss the work of Mary Parker Follett and her impact on organizational thought, organizational culture and democracy. The group has been delving into Follett's ideas using the question; “What does it mean to be educated for participation in democracy” as the starting point of discussion. The question has been approached through the works of Bohm, Dewey, Senge, Isaacs, Buber, Wheatley, and others.

The group has been so jazzed by the exchange of ideas that we have decided to host a public forum on Mary P. Follett and our framing question in December. On the last Saturday of the Doctoral term (December 4th), starting after class, we will host Dr. Matthew Shapiro (President of the National Mary Parker Follett Foundation) to speak on the Mary Follett's legacy and its implications for participatory democracy. We will then break into dialogue groups for further discussion and generative thought that will culminate in a group forum on the issues discussed. The forum will be free to all who want to participate and we will sponsor lunch for anyone willing to stay.

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**Seminar: The Evolving Self**

Robert Kegan, nationally honored author, educator, and theorist in adult learning and development from Harvard University, will facilitate a day-long institute in Spokane entitled, “The Evolving Self” on Thursday, December 2. Topics include identifying development stages and the key concepts of how people organize reality, defining the evolution of subject-object relationship, and applying developmental ideas into clinical practice.

The institute will be held at the Washington State University Riverpoint Campus, Phase 1 Room 122, from 7:30am to 5pm. Breakfast and refreshments are provided. Certificates of participation will be provided, and continuing education credit is available for nurses and psychologists for an additional fee of $15.

Registration is $169, with a $20 discount for registrations postmarked by November 19, 2004. For complete program details and to obtain registration instructions, visit www.gonzaga.edu/ce or call Carol Kottwitz at 299-4571.

continued on page 4
Congratulations New Graduates!

Una Marie Alderman, "Understanding Integrity from the Perspective of Recognized Army Leaders."


Elaine Therese Cullen, "You Are My Sunshine: A Case Study of the Sunshine Mine Fire."

Leslie Lorraine Cummings, "Perceptions of Quality Instruction: A Comparison of Part-Time and Full-Time Faculty in Alaska State Colleges."

Timothy George Dolan, "A Multi-Case Study of the Experiences of Pastors in a Leadership Learning Cluster."

Carole Elizabeth Freehan, "When Elephants Fight, the Grass Gets Hurt: Educators Perspectives on Negative Parent Involvement in Schools."

Daman J. Hagerott, "Institutional Change as Reflected in the Changing Instructional Practice of Faculty within Private Liberal Arts Higher Education."

Robert Craig Hinnenkamp, "How Clergy Reconstruct Personal Meaning During and After Professional Crisis: A Phenomenal Inquiry."

Laura B. Holyoke, "An Exploration of the Phenomenon of A Group Hijacking."

Jordan Elizabeth Kilcup, "Pilgrim Leadership: Dorothy Day and the Benedictine Way of Transformation."

Rhonda R. Horobiowski, "The Experience of Four For-Profit Executives that Served on Nonprofit Boards of Directors."

Jordan Elizabeth Kilcup, "Pilgrim Leadership: Dorothy Day and the Benedictine Way of Transformation."

Kristine G. Lesperance, "Perceptions of Personal Sanctuary in Increasingly Turbulent Times: An Exploratory Study."

Michelle Renee Stelzer O’Neill, "Ethical Decision Making by Senior Executives in Health Care."


Mary Catherine Sobralske, "Health Care Seeking Beliefs and Behaviors of Mexican American Men Living in South Central Washington"

Kathryn Marie Squires, "Intergenerational Dialogue: An Alternative Understanding of the Voice and Leadership of Children".

Joseph Terhaar, "The Availability, Use, and Estimated Efficacy of Family-Initiated Drug Interventions in Community Agencies."

Terence Cameron Young, "A Multi-Case Study of the Learning Cluster as a Holding Environment in Three Clergy Development Programs."

The first 24 pages of some recently completed dissertations may be viewed at http://www.gonzaga.edu/doctoral/titles.html

Eratta...

Blackboard

The Information site for the Doctoral Program has been added as a “course” under Blackboard. This is designed to facilitate communication among students in the program. In response to specific requests from students, the following forums have been set up under the Discussion Board:

1. Doctoral Program in Leadership Studies, New Design
2. Tentative Summer 2005 Schedule
3. Tentative 5-year plan
4. Ethics Course Scheduling
5. Research Interests
6. Book Exchange
7. Applied Technology
8. Tips & Tricks
9. Faculty Covenant

Everyone who could be identified from Banner as currently enrolled in the Doctoral Program has been added. If you go to Blackboard you should find that you have been enrolled. If not, you will need to be added to the “class.” Please contact Mark Beattie at mbeattie@gonzaga.edu who can add you.

Harvard in Spokane

Dr. Robert Zolner is the director of the Harvard Institutes for Higher Education. He will be speaking at Spokane Falls Community College as part of symposia jointly sponsored by the School of Professional Studies and the Community Colleges of Spokane.

Students and faculty in the School of Professional Studies leadership programs are invited to attend Dr. Zolner’s keynote address given at the Spokane Falls Music Auditorium on Friday, December 3 from 11:30 to 12:30.
Program Review

continued from page 1

748 (2 credits)
Additional Ethics courses are in the process of being developed.

Research (15 credits):
- Quantitative Data Analysis DPLS 722 (3 credits)
- Qualitative Research Theory and Design DPLS 723 (3 credits)
- Proposal Seminar DPLS 730 (3 credits)

Dissertation:
- Proposal Defense DPLS 735 (1 credit)
- Dissertation 736 (5 credits)
- Dissertation completion DPLS 737 (variable credit) if needed (see “The Dissertation” section)

Electives
Students satisfy the liberal arts component of the degree through electives as classes from the liberal arts are embedded in the curriculum. Courses that have a title of “Leadership and…” have an especially strong emphasis on the humanities and enhance interdisciplinary thinking about leadership. Students may develop a concentration in the Personal, Organizational, or Global Systems dimensions by focusing the dissertation on that dimension and taking at least 9 additional hours of elective coursework related to the dimension, for a total of 12 hours of coursework in a particular dimension.

The total number of required credits equals 31, leaving 29 credits as electives. The only stipulations regarding these 29 credits are that:
- No more than 12 can be either individualized study credits or doctoral level credits transferred in from another university. Transfer credits are subject to review and approval by the Doctoral Faculty.
- And no more than 3 credits can be taken on-line or through an internship or mentorship (DPLS 766).

the Chair’s Letter

continued from page 1

actions. Personal leadership requires self-knowledge and self-understanding. From a personally authentic place a leader learns to listen and contemplate, and from this quietness the leader discerns the nature of leadership required for a more whole experience of the self, others, and the world.

The organizational dimension of leadership involves discernment regarding organizational structure, human resources, culture, and politics. Organizational transformation can occur when leaders identify and change the thinking of the organization, when they come to understand the various mental models and layers of assumptions made about self, others, and the organization as a whole.

Creating organizations based on networks of relationships requires moving from personal to shared visions and this means reconciling individual purpose with organizational purpose. Through Appreciative Inquiry, a philosophy and process that engages the power of aspiration, organizational members can identify the positive core of the organization and move from deficit-based change methodologies to a life-centric domain.

The global, social dimension centers on systems thinking. The Doctoral Program assumes that leadership begins with systems thinking and that cultural, political, and international systems are important and relevant to leadership. Inherent in this dimension are three competencies: (a) cultural competency provides leaders with conceptual tools for building community that celebrates diversity and for resolving and managing conflict resulting from diverse styles and values; (b) political competency requires understanding of policy and power goals in political systems; (c) international competency means seeing the world as a diverse, heterogeneous community composed of different communication, social, political, economic, and fiscal systems.

Research becomes a unifying dimension of the program, for it constructs knowledge concerning the three dimensions of leadership. Research is more than a specialized form of academic work; it is a way of thinking that involves the ability to read situations, to evaluate and extend practices, and to make personal, organizational, or global systems more flexible, confident, and responsive. Inherent in research is the discipline of knowing oneself and how one thinks and comes to know the truth.

A full view of the revised Doctoral Program curriculum can be seen on the doctoral homepage. I invite you to review the program’s new conceptual framework, and wholeheartedly welcome your feedback and wise advice.

Sincerely,
Sandra M. Wilson

The new conceptual framework for the Doctoral Program centers on leadership from three perspectives: personal, organizational, and global, social systems.

Follet (continued)

continued from page 2

for the whole afternoon.

We will keep you updated as the details happen through the Doctoral the list-serve and hope to see you all there. For further details contact either Mike Poutiatine – mkalulu1@earthlink.net or Mark Beattie, mbeattie@gonzaga.edu.
Go Zags!