



## **The Professional School of Psychology**

*Presents . . .*

## **The Leadership Collegium**

### **A Graduate Tutorial/Educational Program**

### **Dedicated to the Exploration of Leadership and Organizational Transformation in the 21<sup>st</sup> Century**

The Professional School of Psychology (PSP) is pleased to offer a new version of its long-standing doctoral program in organizational psychology. PSP has already successfully offered a version of the doctoral organizational program that focuses on higher education and a second version that focuses on self-management and ongoing reflection regarding group dynamics in a learning cohort (the “Pacific Learning Community”). The new version (“The Leadership Collegium) focuses on leadership and organizational transformation in the 21<sup>st</sup> Century and employs a very old mode of graduate instruction (the tutorial)—but in a new manner that enables learners from throughout the world to participate and interact on a continuing basis with one another and with two senior tutors (William Bergquist, Ph.D. and Linda Page, Ph.D.).

The new version of PSP’s doctoral program in organizational psychology is called The Leadership Collegium (LC) for two reasons. First, this version of the doctoral program is described as a “collegium” because of its distinctive, highly interactive format. The term “collegium” has a long history and has several meanings. It refers to a group of amateur musicians who gather together to perform (usually in a university setting), as well as to the convening of religious leaders to formulate church policy. It is a term that also has been used to describe a meeting of thoughtful scholars and philosophers to address weighty matters. It is in this latter sense that the term is being used with regard to this innovative graduate program. It is in the gathering of mature, accomplished learners—sometimes in a tutorial format and at other

times in a more traditional classroom format—that exceptional learning can take place with regard to the fundamental nature, dynamics and purpose of leadership and organizational transformation in the 21<sup>st</sup> Century. Second, the term “leadership” is being used because this innovative graduate program is intended to further prepare already mature and accomplished men and women from throughout the world for the leadership that is required of anyone seeking to operate effectively in meeting the challenges of complexity, unpredictability and turbulence in our new Century.

### **Programmatic Themes**

There is an addition phrase which plays a critical role in defining the purpose and scope of this distinctive doctoral program. This phrase is “Legacy Leadership®”—representing a program of training and education (developed by Drs. Jeannine Sandstrom and Lee Smith) which offers a powerful and comprehensive model of leadership and organizational transformation. The Sandstrom and Smith model resides at the heart of this doctoral program on leadership. Built on the wisdom of the ages, Legacy Leadership® is structured and packaged for today's - and tomorrow's - leaders. Its truths and Best Practices are timeless, proven keys to sustained significance. They form the foundation for real-time legacy in today's business environment. Legacy Leadership® is a complete program—a philosophy, a process, and a model. Legacy Leadership® is not a leadership style—it is a life system and a way of “being,” not just “doing.” PSP is honored to be able to offer this unique doctoral program in conjunction with Jeannine Sandstrom and Lee Smith, through CoachWorks®, the organization that Sandstrom and Smith created to oversee the Legacy Leadership® program.

The Leadership Collegium is distinctive in yet another way—its emphasis on three fundamental ideas. First, we are living in a *globalized environment* that has shattered boundaries and created the opportunity for new alliances. The second focal and distinctive emphasis of this program concerns the nature and dynamics of *appreciative and generative organizations*. The third focus concerns *the nature and dynamics of collaboration* among members of a single organization and among members of several organizations as they seek to be appreciative and generative in a global setting.

## **Globalization**

In this global environment, men and women must lead newly emerging *intersect organizations*, which blend private and public, profit and nonprofit, independence and government control. They must also manage organizations that have been designed in new ways to address the unique issues of globalization. These new designs range from the *hollow organization*, to the *matrixed organization* and the *virtual organization*. As Kenneth Boulding, the eminent economist and business analyst noted several years ago, traditional programs are ill equipped to prepare leaders for these new challenges. New concepts regarding organizational design, strategic planning, human resource development and the “art of leadership” must be introduced and mastered for the 21<sup>st</sup> Century leader to be successful. Legacy Leadership® meets this challenge.

## **Appreciation and Generation**

As a newly-emerging organization development (OD) strategy, the *process of appreciative and generative dialogue* has revolutionized the way in which organizational leaders and OD consultants frame their understanding of and work with the 21<sup>st</sup> Century employee. Attention in the appreciative and generative organization is directed to release of the rich human resource potentials that reside within the organization. This occurs through a process of appreciation, through the engagement in generative dialogue and through the release of human capital. These processes are based, in turn, on the *identification and analysis of distinctive strengths and competencies* in the membership of the organization and on the creation of settings in which these strengths and competencies are fully deployed.

An appreciative strategy is also based on the *identification and analysis of notable successes* that have been achieved in the organization. This process involves profound organizational learning regarding ways in which these successes can be replicated—often in new settings that take into account the constantly changing challenges being faced by the organization. The leaders of an appreciative organization are always *leaning into the future*—discovering ways in which to move forward while also acknowledging and honoring the organizational foundations and history from which emerges their *distinctive charter (mission, vision, values, purposes)* and *distinctive strategies*. Traditional M.B.A. M.P.A. and D.B.A. programs do little to prepare men and women

for employment in an appreciative and generative organization. New forms of education and new concepts must be introduced that are directly aligned with this innovative perspective and organization development strategy. PSP's distinctive senior tutorial model of education, coupled with the systematic Legacy Leadership® model, meets this challenge.

### **Collaboration**

There is a third focus of The Leadership Collegium that is distinctive and required of anyone wishing to master “the art of leadership.” Both globalization and appreciation require collaboration. No one can go it alone in our complex, unpredictable and turbulent 21<sup>st</sup> Century environment. The eminent Harvard University professor, Rosabeth Kanter, writes about the shift from competitive advantages to *cooperative and collaborative advantages*. She recognizes and persuasively documents the advantages inherent in the sharing of resources, information and business operations among departments within an organization and among partnering organizations.

New leadership perspectives and strategies are needed to break down the organizational silos that block communication between departments and the distrust and competition that prevents organizations from taking advantage of mutual or complimentary strengths. The Professional School of Psychology is offering a new kind of graduate program that not only talks about collaboration—it also embeds collaboration in its educational program and in the ways that students learn and complete their degree requirements. Similarly, Legacy Leadership® focuses on collaboration, rather than on isolated leadership—leaders are developed who then develop other leaders. The outcome is fully developed leaders, both current and emerging, and a greatly enhanced leadership potential within the organization. The term “legacy” clearly propels this emphasis on collaboration. Legacy concerns interpersonal and organizational influence. It concerns the ways in which we collaborate as leaders with other people to leave a legacy.

### **Distinctive Program Features**

The Professional School of Psychology believes that The Leadership Collegium provides its students with a unique opportunity to take their place at the forefront of this fundamental, yet

evolving, area of human enterprise. The Leadership Collegium offers five distinctive features that place this program at the cutting edge of graduate education and uniquely prepares students for the new directions in which contemporary organizations are moving.

### **Distinction 1: Firm Interdisciplinary Grounding**

The LC provides firm grounding in the cognitive and neurosciences, as well as organizational behavior, social psychology, postmodern philosophical and social/critical analysis, sociology, and cultural anthropology. The 5 Best Practices of Legacy Leadership® share this interdisciplinary base. Legacy Leadership® was developed by Dr. Lee Smith and Dr. Jeannine Sandstrom, based on over forty years of combined observation and experience with leaders, leadership programs and the use of other models. In working with hundreds of leaders, behavioral indicators for successful leadership practices were identified. Over time, more than 150 leadership skill sets were reduced to the 50 critical success skills that support the definition of Legacy Leadership®. Background validity included review of research and statistics about leadership, review of practices, extrapolation from the statistics, and anecdotal evidence in the leadership literature, as well as Smith's and Sandstrom's work.

The core courses in this graduate program (built into the Core Collegium) expose students to a wide array of knowledge, applications, and approaches, with three core courses focusing on the individual aspects of leadership, three on the group aspects of leadership and three on the organizational aspects of leadership. In each case, one of the three courses concerns theory, with the second focusing on assessment and the third on intervention. Students also take courses (with a social-neuro-cognitive orientation) in adult learning, decision-theory and attitude theory. Doctoral students deepen their consultation skills and understanding of organizational dynamics through their internships and small group case conferences, as well as advanced courses in personality theory, the social bases of behavior, the cognitive bases of behavior and behavioral neurobiology that are linked to the basic principles of Legacy Leadership®.

### **Distinction 2: American, British, and Continental Perspectives**

The LC is committed to the examination of the American, British, and Continental perspectives on leadership and organizational transformation. While the American School focuses on the role of the individual member of an organization, as this person seeks to influence the structures, processes and attitudes of the organization, the British School focuses on the role of the collective and ways in which people in dynamic systems are influenced by and act within the context of both conscious and unconscious organizational life. The third, Continental School is based on a social critical analysis of contemporary organizational life, focusing on the power differentials that operate in organizations and ways in which the reality of life in the organization is constructed and interpreted through this power differential. Students are involved in a probing analysis of all three schools of thought, preparing them to operate in an increasingly global social and organizational environment. The conceptual bases of Legacy Leadership® are illuminated and enlivened when the 5 Best Practices are being viewed from each of these three international perspectives.

### **Distinction 3: Small Classes and Close Student/Faculty Relationships**

By design, PSP classes are limited to a small size (three to eight members). The LC is particularly defined by its small class size—which is essential in maintaining a tutorial format (see discussion of this format below). Small class size facilitates an intimate collegial atmosphere between students and tutors, as well as providing students with direct, hands-on supervision and training by the tutor. A yearly cohort will be invited into this doctoral program, each cohort group being limited to no more than 8 students. In most instances, tutorials will involve only a single cohort; in some instances, students from two or more cohorts will be brought together. Once a year, all of the cohort groups will gather together for the distinctive Core Collegium (see description below).

### **Distinction 4: Alternative Opportunities for Dissertation Work**

Students enrolled in the LC are given the option of completing a “doctoral project” in lieu of an empirical dissertation. These projects may be scholarly works that lead to the authoring of a journal article or a book, toward developing a leadership training protocol, or writing a grant proposal to a nonprofit agency. The purpose is to provide opportunities for doctoral students to

take on a project that is personally meaningful, yet at the same time make a direct contribution to their community and/or help launch new trajectories in the student's career. Through its distinctive "Leadership and Organizational Transformation Laboratory" the school provides direction and encouragement to the doctoral students, while also providing an historical context (regarding the nature of psychological inquiry) and specific tools (of research and scholarship) that enable students to successfully complete their significant doctoral project.

### **Distinction 5: Alternative Modes of Program Planning and Assessment**

Students enrolled in the LC are given the opportunity to participate in a highly innovative process of program planning and assessment that is specifically geared toward the adult learner. Called the "Learning Conspectus" and more fully described in Appendix D, this planning and assessment process is completed by organizational students in lieu of a formal internship or comprehensive examination.

## **Institutional Philosophy**

There are several general principles that underlie not only the LC, but also all programs being offered by The Professional School of Psychology. These principles—or broadly based philosophical perspectives—concern the interplay between educational quality and access and the new epistemologies of the 21<sup>st</sup> Century. The desired educational outcomes of the LC are based on these perspectives.

### **Quality and Access**

Studies throughout the world regarding access to postsecondary education have revealed that geographic location has a greater impact than either financial status or age. Even with the digital revolution, there is nothing comparable to the in-person engagement of mature men and women in rich dialogue regarding leadership, management and the dynamics of group and organizational life. By providing this graduate program through a highly flexible tutorial-based mode of instruction, geographic location ceases to become a major impediment for the mature, accomplished learner who lives outside the United States.

Access must be accompanied by quality, otherwise it isn't "true" access.<sup>1</sup> The faculty members, instructional resources and students of the Professional School of Psychology are of highest quality. This emphasis on quality is engaged without the imposition of high tuition levels. High quality and low costs can be achieved through partnerships, sound financial and operational administration—and the commitment of a dedicated administration and faculty to the Charter of The Professional School of Psychology.

### **Epistemology**

During the 20<sup>th</sup> Century many disciplines grew increasingly autonomous and with the rise of logical positivism and related empirically oriented perspectives, practitioners in many physical and behavioral sciences tended to divorce themselves from all but the most seemingly "scientific" of disciplines. Using the so-called "scientific methods" of physics, astronomy and chemistry, practitioners in the fields of biology, psychology, anthropology, sociology, economics and political science confined themselves to rather trivial questions and constrained their observations of the world in order to remain "objective," "detached" and "analytic." These biological and behavioral science practitioners not only divorced themselves from the humanities and many of the professions, they also tended to be suspicious of one another, seeking to join physics, astronomy and chemistry at the top of the disciplinary pecking order.

Now, at the beginning of the 21<sup>st</sup> Century, there is an epistemological revolution that brings many of these estranged fields back into conversation with one another. This is occurring not only because many of the behavioral and biological sciences have themselves come to the end of the road with regard to the confining "scientific method," but also because epistemology is itself undergoing profound change. There is the revolution of chaos and complexity in the physical and behavioral sciences, the introduction of radical concepts regarding time and causality in cosmology, the shattering of the analytic ("smashed rat") tradition in the biological sciences, and the postmodern challenging of interpretative traditions in the humanities and behavioral sciences.

---

<sup>1</sup> William Bergquist, *Quality With Access/Access Through Quality*. San Francisco: Jossey-Bass, 1996.

Through its innovative LC, The Professional School of Psychology offers a pedagogical door into this new world. As a portal, PSP exemplifies optimism about the future and a turning to appreciation and images of success and accomplishment when faced with the challenge of profound personal, organizational and societal transformation. As Martin Seligman noted in the opening article of the first issue of the *American Psychologist* in the 21<sup>st</sup> Century, this new century is a time for psychologists to investigate and grow wise about not only the fears and delusions of humankind (the primary task of 20<sup>th</sup> Century psychology), but also the hopes and dreams of humankind that enable men and women to sustain their efforts and search for a better life, despite their individual and collective fears and delusions.

This graduate degree program of The Professional School of Psychology is intended for motivated mature learners who wish to expand their own conceptual horizons and to integrate greater self-understanding with a more profound appreciation for the complexity, unpredictability and turbulence of our contemporary world landscape. This is not a “university without walls” Rather it is a “university with moveable walls.” It is the intent that those enrolled will design, in company with select senior tutors and faculty members, a specific program of scholarship, research and practice that is aligned with each participant’s own shifting career goals and life purposes.

### **Desired Educational Outcomes**

The PSP doctoral degree program is usually completed in 3 ½ to 4 years. Upon completion of their program, participants receive a Doctor of Psychology degree. The doctoral program at PSP is not intended primarily as a vehicle for professional advancement or career shifting—though PSP students are often in transition in their life and career.

Twelve general outcomes are fundamental to the LC program at The Professional School of Psychology:

1. An understanding of the full range of normal developmental processes of humans and how these influence leadership behavior and functioning across the life span.
2. The capacity to influence community life through multiple leadership roles and functions, including those of teacher, learner, scholar, researcher, interventionist and advocate.
3. An understanding of both traditional and nontraditional research methods that illuminate the human condition and the ability to comprehend and appreciate literature about leadership coming from many different disciplinary perspectives.
4. An ability to work with other leaders and professionals from different disciplinary backgrounds and an appreciation of the methods and scope of other disciplines, particularly as related to the study of leadership.
5. An understanding of the ethical issues associated with leadership practices and the principles of effective and ethical performance in a professional role.
6. An ability to relate knowledge about leadership to the social and cultural context of those individuals and organizations that are being served by this leadership.
7. An attitude of ongoing and critical self-evaluation, including the ability to know when and where to get consultation, coaching, and other forms of assistance.
8. A broad familiarity with the disciplinary foundations of human knowledge: biological, social, cognitive, and affective, and the capacity to appreciate, integrate and apply knowledge about leadership in a wide variety of social and cultural settings.
9. Understanding of the critical/reflective process, based on personal experience, and an understanding of the relationship between scholarship, research and application.
10. Dialogical skills, including the skills of hermeneutic and phenomenological inquiry.

11. An understanding of an array of intervention models and the strengths and limitations of each, as well as an integration of other models and empirical information into a personal model that provides a basis for informed practices regarding the development and engagement of leadership in a postmodern society.
12. Flexibility, tolerance of ambiguity, and commitment to ongoing professional development and learning.

Legacy Leadership® is a philosophy, a model, and a proven process for bringing out the best in an individual, developing other leaders in the organization, establishing organizational leadership culture, and positively impacting the bottom line. LegacyLeaders® become students of leadership while focusing on building other leaders who build leaders, who build leaders. Now, like no other time in history, there is a need to develop strong leadership abilities. Using a model with proven success for both the best of times and worst of times, Legacy Leadership® embodies a compelling and comprehensive set of competencies and skills. LegacyLeaders® blaze the trail for others to follow to the edge of current development and beyond.

Given this fundamental Legacy Leadership® philosophy, model and process, there are ten specific educational goals that undergird the LC at PSP:

1. Exposure to and engagement with a complete leadership program, addressing every aspect of successful leadership.
2. Preparation of personal and organizational transformation plans that change or enhance the culture of an organization to make it more appreciative and generative in nature.
3. An ability to effectively use a set of methods that enable one to actively grow tomorrow's leaders...today.
4. An ability to build within one's own organization hands-on, hands-together commitment to meeting mutual goals.
5. Introduction to a set of practices to inspire and develop positive changes

within any organization or individual.

6. In-depth exposure to a philosophy of leadership that encourages confidence, learning, wisdom, courage, insight and compassion.
7. Exposure to and engagement with a leadership developmental process to achieve personal best, team best and organization best.
8. Exposure to and engagement with a framework of practices, behaviors, attitudes and values that energizes people and their organizations.
9. Exposure to and engagement with a balanced approach to people and production—a way to reach great potential and possibilities.
10. Introduction to a way in which to attract and retain high potential employees of diverse perspectives.

### **What Is Legacy Leadership®?**

This vital and highly adaptable model was developed as the result of over 40 years of the combined experiences of the CoachWorks® principals in individual, corporate, and organizational leadership development. Legacy Leadership® is more than a program. The founders of CoachWorks International have refined reliable, time-honored principles into an intentional, powerful system for success—today and tomorrow, for self and for others. "Legacy" is commonly defined to be something you leave behind when you're gone. What if you were living your legacy now? What if your vision for the future was evident in everything you do, every day? It can happen.

CoachWorks® International has isolated, defined, and made transferable the practices common to leaders who are able to achieve and sustain success—with people, product, and revenue. Legacy Leadership® is based on 5 Best Practices which are common in all great leaders, whether it be the ancients whose successes leap from the pages of history, or the Fortune 500 leaders of today—and these best practices will be observed in the leaders of tomorrow. Current leadership books and articles cover various aspects and techniques of leadership, but do not deliver a

comprehensive model. Legacy Leadership® is a complete framework of practices, behaviors, attitudes and values that addresses every aspect of successful leadership. Stories are told every day about the lack of strong leadership talent. Legacy Leadership® is a comprehensive model for developing such talented leaders. It includes competencies and practices with immediate applicability to almost every possibility and challenge leaders face today. These practices embrace both vision and accountability for results, as well as methods for creating an environment for team success, strong and dependable relationships, and maximizing the talents of diverse perspectives and strengths.

Many organizations have a set of competencies with which to measure their leader performance; others do not. In either case, Legacy Leadership® provides a sound structure for such competencies to reside. With the structural map of the 5 Best Practices, you have a full and complete picture of the destination of your leader development program, for you personally, and for those you lead. Legacy, in this model, is not about building things, but building people. It is about investing in individual leaders who then share what they have learned with others. Legacy is realized in this perpetuating cycle of leadership development by enabling your personal and organizational plan to come alive and thrive. Your best self is offered to others in order to develop their best selves and so on, leaving a multi-generational imprint—a living legacy.

### **Leadership Competencies and Critical Success Skills—**

#### **The 5 Best Practices of Legacy Leadership®**

Given that leadership can be complex, Legacy Leadership® has simplified and distinguished five core competency platforms and associated critical success skills for successful leadership. These platforms represent a complete set of observable and measurable behaviors. The behaviors, when used in total, are leverage points for success. Legacy Leadership® is based upon five core competency platforms for successful leadership which are called **The 5 Best Practices**. Most major leadership models or approaches will find a fit within this balanced framework. Those practices of leadership have been included that are essential for every leader, regardless of their industry or level within the organization. These practice areas form the context of the Legacy Leadership® Model.

## **The 5 Best Practices of Legacy Leadership®:**

### **Best Practice 1: Holder of Vision and Values™**

*(about direction and commitment)*

### **Best Practice 2: Creator of Collaboration and Innovation™**

*(about the environment of working relationships)*

### **Best Practice 3: Influencer of Inspiration and Leadership™**

*(about connecting with individuals, the heart of relationships)*

### **Best Practice 4: Advocate of Differences and Community™**

*(about distinction and inclusion)*

### **Best Practice 5: Calibrator of Responsibility and Accountability™**

*(about execution and performance)*

There are many leaders in our world, but only those who desire to grow their competencies will be the most successful, influential and effective leaders, and more importantly, leaders whom people desire to follow—Legacy Leaders®.

## **The Tutorial Format**

The LC makes extensive use of a tutorial format. This format—based on a longstanding process used in many European universities—includes three distinctive elements. First, tutorials concern a specific body of published works—usually seminal books in a particular field of study. The book (not the instructor) resides at the heart of an effective tutorial process. The tutor and student together explore the meaning and implications of the written text.

Second, there are frequent interactions between the tutor and student. Unlike an independent study format, in which the student often works alone for lengthy periods of time, the tutorial process involves the active engagement of both tutor and student in the learning process. In the case of the traditional European tutorial, these interactions typically took place in the tutor's office. In the case of PSP's Collegium, these interactions often take place not only in-person, but also through e-mail correspondence and telephone conference calls.

Third, the tutorial is inherently student-centered, in that it is tailored around the needs, interests and logistical challenges (time, space) of the student. This means that the form of the tutorial will inevitably shift from student to student, and that the student and tutor will frequently reflect on the nature of their interaction and will shift the design or focus of the tutorial if it is not a good fit.

## **Learning Resource**

### **Annual Core Collegium**

A six day gathering each year of all students enrolled in the LC program resides at the heart of this doctoral program. This is the time and place each year when the spirit of the Collegium is fully realized. The first half day of this annual program focuses on team building (incorporating new student cohort in the group), administrative issues and an ongoing assessment of the program, while the last half day focuses on the preparation of the Learning Conspectus (see Appendix D), the application of Legacy Leadership® concepts through presentation of case studies (PSY 840) and various follow-up activities. Each of the other five days is devoted to one of the 5 Best practices. One half day is set aside for a review of each Practice (or the first introduction of the Practice to those new students who have not been previously exposed to Legacy Leadership®. The second half day is set aside for an expansion of this Best Practice through presentations by students of outside research and scholarship that supports, expands or offers a critical alternative to this Best Practice. The three different perspectives offered by the American, British and Continental Schools are engaged, as are the perspectives offered by a focus on practices at the individual, group and organization level.

Formal presentations are made and written reports prepared (prior to the Collegium for distribution to all participating students and revised following the Collegium). Students enrolled in the first year of the program focus on the individual practices and on the American School (receiving credit for three courses: PSY 810, 820 and 825). Students enrolled in the second year focus on the group practices of leadership and on the British School (receiving credit for three courses: PSY 811, 821 and 826). Students enrolled in the third year focus on the organizational

practices of leadership and on the Continental School (receiving credit for three courses: PSY 812, 822 and 827). Following each Collegium, the proceedings are compiled and distributed to all Collegium students (and alumni). In addition, after several years a book will be assembled containing the contributions of Collegium students. This book will serve as a companion to the substantial materials already provided to those trained in Legacy Leadership®.

### **Individual Senior Tutorial Courses**

A total of six individual senior tutorial courses will be offered throughout the three years of the LC program (PSY 749, 770, 772, 774, 815, and 817: see Appendix C). In several cases these course will be taken by students enrolled in a single year cohort; in other cases, two cohort groups will be brought together for a course. Typically, a course will involve extensive work by each student in preparation for the tutorial, with the in-person tutorial taking place over one full weekend (Friday evening until Sunday afternoon). In addition, in most instances, one or two conference calls will be scheduled (via Skype or other conference call technology). Typically, one of these calls will take place at the start of the tutorial and the second following the in-person meeting.

Each course will provide a unique perspective regarding leadership and/or organizational transformation – one course, for instance, focusing on the personality characteristics of leaders, while another course focuses on the social bases of organizational life or the attitudes held by those working in the organization. Several unique and cutting-edge perspectives on organizational leadership will be offered in this program—including the social neurobiology of leadership and the implications of chaos, complexity, and systems-research for contemporary leadership practices. In each case, students will bring their own leadership and organizational experiences to the course, and the content of the course will be linked to Legacy Leadership® concepts and tools.

### **Leadership and Organizational Transformation Laboratory**

Five courses in the LC program are uniquely devoted to assisting students in preparation of their doctoral project. Three of these courses focus on the Nature of Psychological Inquiry (PSY 784-

786) (historical foundations, tools of scholarship and research, preparation of funding proposals, etc.) During these three courses, students explore various dissertation project options (often in conjunction with their Learning Conspectus work), leading to preparation of a formal dissertation project proposal (in conjunction with PSY 895). The dissertation project is then undertaken in collaboration with a dissertation chair and two outside members of the dissertation committee (PSY 896-899).

### **Conspectus**

The Learning Conspectus is one of many distinctive program elements in PSP. It replaces the traditional internships and comprehensive examinations and provides learning—practice integrated with theory—that is customized to the learner’s interests and career direction within the profession. Completed during the first three years of the student’s doctoral program, the Conspectus is a learning-driven review and planning process that links past competencies with future directions in one’s professional life as a leader and agent for organizational transformation. A summary description of the Conspectus process is provided in Appendix D.

### **Library**

The Professional School of Psychology has generated substantial (15,000 volume) library holdings that are being shared with the Adler Institute in Toronto Canada (PSP’s partner graduate school). In general, the library acquisition activities of The Professional School of Psychology are intended to be directly responsive to the needs of the curriculum and to provide PSP students with necessary access to relevant material required for conducting library research. The collection policy and acquisition priorities are based upon the recommendations of faculty about learning resources needed to support their courses and the curriculum in general.

### **Legacy Leadership® Certification**

By participation in the first year of the Core Colloquium, students will be able to use the Legacy Leadership model with individuals and small groups as an independent consultant or internal consultant. They may also work in conjunction with Coachworks®, or an approved Legacy

Leadership® train-the-trainer/facilitator for certification training allowing them to use the model within large organizations or hold public workshops.

### **Tuition Plans**

Tuition for the PSP graduate program can be paid through one of three plans:

1. Per unit payments for each course (traditional model).
2. Full payment for the cost of the degree program (paid in full upon enrollment) or
3. Monthly payments established through an education loan provided by the Professional School of Psychology (a guaranteed tuition/installment payment program).

Our intent is that when students graduate from the Professional School of Psychology they will be as close to debt free as possible.

Tuition rates for the 2009-2010 Academic Year are as follows:

#### Per Unit Plans

Doctoral Degree Program	\$390 per unit
-------------------------	----------------

#### Full Payment/Contract Plans

Doctoral Degree Program	\$37,500
-------------------------	----------

## **Admissions**

As a graduate institution offering Doctorate degree programs, The Professional School of Psychology requires that all successful applicants possess a Masters degree for admissions to its Doctoral program with a record that demonstrates appropriate scholastic ability to pursue highest level graduate work. Moreover, all applicants are required to furnish a personal autobiographical statement that is reviewed by the Admissions Committee to assess organizational ability, writing skills, and language usage. In addition, each applicant must submit to the Professional School of Psychology a resume and official transcripts of their previous academic work before official admission (see Appendix A).

## **Appendix A**

### **Admissions Procedures**

The application process at PSP is designed to identify as early as possible those candidates who are potentially acceptable for admission. Prospective students are initially encouraged to schedule a preliminary telephone interview with one of the senior tutors. During the interview the questions of prospective students are answered. This interview is the first official step in the admissions process. At this time, the graduate program of the Professional School of Psychology is reviewed, and the potential applicant's goals, academic background and experience are examined along with his or her motivation and preparation for graduate education.

The interviewer also makes a decision with respect to the prospective applicant's "goodness of fit" with The Professional School of Psychology's resources and expectations. Among the factors taken into account are strong academic skills (usually represented by a grade point average above 3.0), realistic perception of the profession of psychology, social concerns, interpersonal abilities (such as the capacity to be an effective listener), ethical standards, communication skills, and empathy for others.

At the conclusion of the interview, if the prospective student is believed to be able to meet the Professional School of Psychology's entrance requirements, and is perceived in the interviewer's best judgment to possess the personal qualities of a practicing psychologist, he or she is provided with an application package along with an explanation of the procedures to be followed.

Materials required in the PSP application include the following:

1. An autobiographical essay of about five pages.
2. A resume of personal experience.
3. Official transcripts from degree-granting institutions attended.

When the application materials have been received, they are reviewed by the PSP Admissions Committee and informed of the outcome of this review within one week.

### **Admissions Standards**

For admission to the PSP doctoral program, prospective students must:

1. Hold a master's degree in psychology or a closely related field, such as social work, counseling, public administration or business.
2. Provide evidence that grades earned in previous graduate work demonstrate the applicant's ability to successfully perform graduate work at the doctoral level.
3. Demonstrate a commitment to the field of leadership studies through evidence of significant applied experience and/or outstanding performance in previous graduate work.
4. Provide an autobiographical statement.
5. Provide two letters of reference verifying their academic or professional qualifications, including the ability to communicate effectively both orally and in writing.
6. Give evidence of possessing the requisite maturity and sensitivity to perform well in the role of human service provider. These qualities are assessed through both the personal interview and a careful review of the applicant's autobiography.

## Appendix B

### Senior Tutors, Scholars and Faculty Members

*Senior Tutor: William Bergquist, Ph.D.*



As author of more than 40 books and 50 articles, William Bergquist writes about profound personal, group, organizational and societal transitions and transformations. Dr. Bergquist has conducted research and scholarship in North America, Europe and Asia to establish the foundation for his written work. His publications range from the personal transitions of men and women in their 50s and the struggles of men and women in recovering from strokes, to the experiences of freedom among the men and women of Eastern Europe following the collapse of the Soviet Union.

His book, *The Postmodern Organization*, has been identified as one of the 50 classics in organizational theory and has been translated into both Italian and Mandarin. *In Our Fifties* (with

Klaum and Greenberg) was featured on Good Morning America and in several metropolitan newspapers. *The Vitality of Senior Faculty* (with Carole Bland) received the annual research award in 1998 from the American Educational Research Association. *The Four Cultures of the Academy*, *Engaging the Six Cultures of the Academy* (with Ken Pawlak), *Designing Undergraduate Education* (with Gould and Greenberg), and *A Handbook for Faculty Development* (three volumes) (with Steven Phillips) have been widely acknowledged and cited as seminal publications in the field of higher education.

William Bergquist has served throughout the world as a consultant, coach and/or trainer to leaders in more than 1,000 corporations, government agencies, human service agencies, college and universities, and churches over the past 35 years. He co-founded (with John Lazar) the *International Journal of Coaching in Organizations* (now in its fifth year of publication), and co-founded the International Consortium for Coaching in Organizations (ICCO). He now serves as one of two deans of a highly innovative two day program (called the ICCO Symposium) that engages dialogue among coaches, users of coaching services and those conducting research or providing training and education regarding organizational coaching.

Dr. Bergquist has served as professor and educator in the fields of psychology, management, public administration, organization development and public policy at more than two dozen colleges, universities and graduate institutions. The postsecondary institutions in which he has taught range from the University of California in Berkeley, California to the Tallinn Polytechnic Institute in Tallinn, Estonia,.

*Senior Tutor: Linda Page, Ph.D.*



Linda Page is President and Founder of the Adler School of Professional Studies in Toronto, Canada, and from 1992 to 2006 led the local administration of the M.A. in Counseling Psychology degree granted by the Adler School of Professional Psychology in Chicago. She holds a Ph.D. from Princeton University and an M.A. in Counseling Psychology from Adler in Illinois, where she is a Licensed Clinical Professional Counselor. She taught social psychology, cognitive psychology, learning, motivation and emotion, and gender studies and was co-founder of the Gender and Ethnocultural Studies Center as a member of Adler's core doctoral faculty from 1992 to 1998.

Dr. Page was a psychotherapist in private practice from 1980 to 1995. She chairs the Alliance of Psychotherapy Training Institutions, a group of educators who have proposed a curriculum for a minimum standard for regulation of psychotherapists in Ontario.

In 1998, Dr. Page founded Adler International Learning (formerly Adler School of Professional Coaching) and has served as its President since that date. Adler's Professional Coaching Program was the first in Canada to be certified by the International Coach Federation and is the only ICF-certified program in the world based on Adlerian principles. In 2007, Adler and the Ontario Institute for Studies in Education of the University of Toronto signed a co-sponsorship agreement for Certificates in Leadership Coaching, a series of programs to promote leadership development among organizations, their leaders, coaches, and coaching students. Dr. Page became an Adler Certified Professional Coach in 2002. She serves on the Board of the Graduate School Alliance for Executive Coaching, the Research Advisory Board for The Coaching Institute, and the Editorial Board for the *International Journal of Coaching in Organizations*.

With David Rock, Dr. Page co-authored *Coaching with the Brain in Mind: Foundations for Practice* (Wiley, August 2009). She has published papers and is in demand internationally to present on theoretical foundations of coaching, brain-based competencies for psychosocial change agents, and the practical implications of a shift from a mechanistic to a systemic worldview.

Dr. Page joins the Professional School of Psychology faculty as co-senior tutor for the Legacy Leadership® specialization and as designer for the Neurosocial Systems specialization.

*Senior Scholars: Jeannine Sandstrom, Ed.D. and Lee Smith, Ph.D.*

Drs. Lee Smith and Jeannine Sandstrom developed the Legacy Leadership® program as a result of their work with leaders in all organizational sectors. When they observed the most common behaviors of successful leaders, they identified the Best Practices that set outstanding leaders apart from their peers. When they listened to the deepest issues that were on leaders' minds, they were matters of legacy. The Legacy Leadership® program was developed as a map for ensuring excellence in leadership practices that would enable leaders to leave the legacy they intended.

## *Faculty Members*

### *Betsy Eubanks, Psy.D.*

Dr. Eubanks began her career with the University of California (Berkeley) as the Director of Parking & Transportation, and based on her operational experience, determined to study organizations with the goal of making them better places to work. She has since gained experience with a range of clients in areas such as non-profit, insurance, communications, transportation, emergency services, and technology implementation. In her work, she develops unique solutions to client concerns by applying theoretical concepts like organizational lifecycle, innovation diffusion, and hermeneutics of communication to organizational problems.

Betsy has unusual expertise in collaborative learning. She earned her Master's Degree in Management and Organizational Transformation in a cohort model program and participated in a pioneering cohort doctoral program called the Pacific Learning Community at PSP. Dr. Eubanks has served as Provost and on the faculty of PSP for three years, She continues to teach Attitude Theory and Organizational Theory as well as advising on student Conspectus work and serving on Dissertation Committees. She is certified in Executive Coaching from the Center of Executive Coaching.

### *Nadine Greiner, Ph.D.*

Nadine Greiner is noted as a skilled and knowledgeable provider of Interim Leadership and Executive Coaching. Dr. Nadine Greiner has a 20 year background in leadership, and a dual Ph.D. in Organization Development and Clinical Psychology from PSP. She has served as Interim Chief Executive Officer, Executive Director, Chief Operating Officer, and Vice President in organizations of a variety of sizes and stages of growth. The industries in which she has the most experience are Non-Profit, Healthcare, and Financial Services.

Nadine is fluent in written and spoken French, has multi-cultural experiences from living and/or working in England, France, Algeria, Morocco, Sudan, Zambia, New Caledonia, and the United States. Dr. Greiner has worked with such diverse organizations as the Bank of America Corporation, California Pacific Medical Center, Charles Schwab & Co., the City of San Francisco, the Episcopal Diocese of San Francisco, the Oracle Corporation and The Sierra Club.

*Larry G. Lee, MBA, EdD*

Larry Lee is the Senior Director of Research and Development at Birkman International. In this role, he leads a team of psychometricians in developing and improving assessments in the areas of personality, intelligence, motivation, and societal perspective. While most of Larry's publications have been retained within the sponsoring corporations, he has published in the *International Journal of Coaching in Organizations*, and, in 2008, published *The Birkman Method Manual* which describes the psychometric attributes of this assessment.

Prior to joining Birkman International, Dr. Lee worked at The Boeing Company, serving as a Master Executive Coach and Senior Organizational Development Consultant. Larry has also served as a program manager and developer of curricula for Boeing's Executive Potential, High Potential and Mentor programs. Dr. Lee was twice awarded the "Highest Rated Instructor" for management and leadership courses within Boeing. As a practitioner, Lee has traveled extensively to teach on, and to provide personal attention to, improving performance within organizations.

*Marcia Reynolds, PsyD, MCC*

Dr. Marcia Reynolds is considered an expert on how the brain works by her clients world-wide. In addition to coaching executives in multi-national companies, she travels around the world speaking and teaching classes in leadership, emotional intelligence and communications. Excerpts from her book, *Outsmart Your Brain*, have appeared in many places including *Fortune*

*Magazine, Harvard Communications Newsletter, Cosmopolitan, The Los Angeles Times and The New York Times.* Dr. Reynolds has appeared on *ABC World News, National Public Radio,* and *Japan Nightly News.*

Marcia is a pioneer in the coaching profession and a past president of the International Coach Federation (ICF). She was one of the first 100 people to earn the designation of Master Certified Coach (MCC). Marcia's doctoral degree at PSP was in organizational psychology and her dissertation concerned needs of the current generation of high-achieving women in the workplace. She is completing a book for these women to be released by Berrett-Koehler in 2010.

### *Michael Sanson, DBA*

Michael Sanson is a British Executive Coach who specializes in leadership and team development. He has been based in Mexico City since 2006, following on eight years living in Bern, Switzerland. Dr. Sanson has been a visiting coach and consultant at IMD in Switzerland (one of Europe's top business schools) and works with INSEAD in France and the Tecnológico de Monterrey in Mexico City. Prior to becoming a coach, Michael's own business career included positions with Goldman Sachs, Arthur Andersen and Motorola.

Michael was the Founding President of the International Coach Federation (ICF) in Switzerland, and has also been a member of the ICF's European leadership team. He currently serves as the Treasurer for the International Consortium for Coaching in Organizations and as an editorial board member for the *International Journal of Coaching in Organizations*. His doctoral research focused on the supply and organization of executive coaching services and was published in June 2006.

### *Dorothy Siminovitch, PhD., MCC*

Dorothy E. Siminovitch, principal of AWAREWORKS International, is a Master Certified Coach and consultant to organizational leaders around the world. In 2002, she co-founded and is the Chair of the International Gestalt Coaching Program (IGCP), the only Gestalt-based coach training program awarded International Coach Federation certification. As a faculty member at

the Gestalt Institute of Cleveland and the GestaltOSD center, Dorothy honed the rich teaching, coaching, and consulting skills that she now brings to all her work.

Her current gestalt institutional affiliation is with the Gestalt International Study Center. She is also a Board member of The International Consortium for Coaching in Organizations. Through AWAREWORKS International, Dr. Siminovitch provides transformative Gestalt-based coaching and consulting services to individuals, teams and organizations. Dorothy's work is distinctive in that she creates a cross-cultural and broad-based forum for conversation with outstanding leaders in coaching, consulting, and Gestalt theory development.

## **Appendix C**

### **PSP Courses**

#### **PSY 749 Personality Theory (4 units)**

Examination of major theoretical approaches to understanding personality development, structure, and functioning. Considering different models, this course focuses on how personality theories are built, the elements of such theories, and the relationship between personality theory and intervention. Limitations of each theoretical conceptualization and the impact of these limits on application and research are explored. Students are encouraged to recognize their own assumptions about personality and to organize those assumptions into an evolving conceptualization.

**[Focus: Leadership]**

#### **PSY 770 Behavioral Neurobiology (4 units)**

An introduction to behavioral neurosciences with an exploration of the physiology underlying human behavior. Particular attention given to functional neuroanatomy, neuroendocrine functions, psychosomatic disorders and psychoneuroimmunology. Consideration is also given to the design of psychological interventions and educational/training programs based upon recent research and theory regarding the neurophysiology (mind/body interactions) underlying human behavior.

**[Focus: Leadership]**

#### **PSY 772 Social Bases of Behavior (4 units)**

A focus on the social influences of individual and group behavior with an emphasis on perception, cognition, identity, attitudes, conformity, aggression, and interpersonal relationships. Exploration of the relationship between individuals and their social contexts, both cross-

culturally and historically. In-depth discussions of these issues relevant to clinical, group, and organizational interventions.

**[Focus: Organizational Transformation]**

**PSY 774 Cognitive Bases of Behavior (4 units)**

A comprehensive exploration of numerous psychological theories related to the development of and organization of thought and memory. Ways in which cognitive processes influence the individual's perceptions of reality, emotional experiences, motivation, and behavior. A consideration of various contemporary research studies concerning the development of intervention strategies useful for clinical, group, or organizational change.

**[Focus: Leadership]**

**PSY 784-786 The Nature and Functioning of Psychological Inquiry (15 units)**

This year long sequence of courses highlights the fundamental issues and variety of approaches to psychological inquiry. Attention is given to the history and systems of psychological inquiry, to the wide-range of quantitative and qualitative methods of inquiry being engaged by practicing psychologists today, and to the strategies of psychological inquiry that might be engaged by students as they prepare their dissertation proposals. The focus of these three courses is not applied research and on the interplay between theory, research and practice, so that students enrolled in these courses might become successful "reflective practitioners" who consistently reflect on their own practices, while contributing to the accumulating wisdom of their field.

**[Leadership and Organizational Transformation Laboratory]**

**PSY 784 The Nature and Functioning of Psychological Inquiry I: History and Systems (5 units)**

This first quarter of the Psychological Inquiry sequence focuses on the fundamental issues being addressed by men and women who have been concerned with the human condition. Enduring schools of psychological theory and accompanying schools of psychological inquiry will be identified, along with the philosophical orientations and historical context that produced and sustained each school. Several seminal psychological theorists will be featured and their

approach to psychological inquiry will be carefully examined, using primary texts as a guide and source of classroom dialogue. Students will be expected to prepare a refined essay that focused on one psychological theme or one psychological theory. This paper constitutes one half of the research requirement for advancement to doctoral candidacy.

**[Leadership and Organizational Transformation Laboratory]**

**PSY 785 The Nature and Functioning of Psychological Inquiry II: Methods (5 units)**

This second quarter of the Psychological Inquiry sequence provides students with several options with regard to the methods of psychological inquiry. Students select two psychological inquiry modules from a set of at least four. The student's choices are based on his or her research and career interests, as well as his or her background in modes of psychological inquiry. Modules will vary from year to year depending on student interests (identified during PSY 784), but will typically include some of the following: statistics, computer modeling, qualitative methodology, quantitative methodology and research design, and program evaluation.

**[Leadership and Organizational Transformation Laboratory]**

**PSY 786 The Nature and Functioning of Psychological Inquiry III: Strategies (5 units)**

This final quarter of the Psychological Inquiry sequence focuses on integration and application. Students select a specific topic for extensive inquiry (usually related to their anticipated dissertation project). They prepare a proposal regarding how they will address this topic, making use of the methodologies they have studied in PSY 785 and the perspectives they have gained regarding the history and systems of psychological inquiry in PSY 784. Students will be expected to prepare a refined document that demonstrates a command of the concepts and methodologies offered in the previous two courses in this sequence. This paper constitutes one half of the research requirement for advancement to doctoral candidacy.

**[Leadership and Organizational Transformation Laboratory]**

**PSY 810 Theoretical Foundations of I-O Psychology: Individuals (4 units)**

This course covers the theoretical basis of industrial-organizational psychology across a range of topics, particularly as it relates to individuals within an organizational context. Attention will be

given to such issues as behavior, motivation, attitudes, cognitive skills, and personality. Discussion will include the application of theoretical issues to career development, adult learning, growth, and change.

**[Core Collegium: Year One]**

**PSY 811 Theoretical Foundations of I-O Psychology: Groups (4 units)**

This course covers the dynamics that operate in the formation and maintenance of task-oriented groups. Attention is given to such issues as leadership, decision-making, problem solving, communication, morale, conflict management, and planning. Consideration is also given to theories emphasizing behavioral analysis as well as unconscious processes among group members.

**[Core Collegium: Year Two]**

**PSY 813 Theoretical Foundations of I-O Psychology: Organizations (4 units)**

An examination of the seminal works in organizational psychology covering such areas as human relations, group relations, and social-critical theory. Attention is also given to social, political, economic, and cultural influences on contemporary organizations.

**[Core Collegium: Year Three]**

**PSY 815 Attitude Theory (4 units)**

An examination of the relationship between attitudes and organizational change. Emphasis will be placed on the impact of attitudes on diagnosis of organizational problems, and the relationship between behavioral intentions and individuals' behavior at work. Specifically, this course will focus on attitude theory, formation, measurement, change, and how attitudes relate to behaviors.

**[Focus: Organizational Transformation]**

**PSY 817 Decision Theory (4 units)**

In this course consideration is given to methods for encouraging effective individual, small group, and institutional decision-making within a context of institutional complexity, turbulence, and conflicting priorities. The focus will be on task, method, and relationship dimensions of

decision making, as well as on organizational mapping and learning through the use of systemic, computer-based analytic tools. This course also examines the prescriptive and normative emphasis of decision theory, as potentially applied to the areas of employee selection, choice behavior, vigilance behavior, and human performance. An understanding of the inferential procedures used by individuals in making decisions will be explored through one or more of the following models: the Brunswickian lens, Bayesian inference, and cognitive information processing.

**[Focus: Organizational Transformation]**

**PSY 820 Measurement and Assessment: Individuals (4 units)**

An examination of the psychometric bases for measuring normal human behavior with attention given to the assessment, interpretation, and communication of individuals' distinguishing characteristics appropriate to a variety of work-related purposes. Emphasis placed on interviews, tests, and appraisal techniques that deal with such areas as knowledge, skills, abilities, performance, interests, attitudes, and personality. Topics to be covered include identifying, developing, selecting, and using the appropriate means for assessment, as well as the guidelines for interpreting and communicating the results in writing of face-to-face. This course will stress the "whole person" approach to the individual assessment process. Also covered will be technical procedures, such as test development, selection, standardization, validity, and reliability.

**[Core Collegium: Year One]**

**PSY 821 Measurement and Assessment: Groups (4 units)**

This course examines the psychometric bases for measuring group processes and behavior, including the assessment of such constructs as leadership, group dynamics, group interaction, and group effectiveness. Research and evaluation strategies for assessment of group performance, functioning, and diagnosis will be studied.

**[Core Collegium: Year Two]**

**PSY 822 Measurement and Assessment: Organizations (4 units)**

Coverage in this course deals with the methods for diagnosing, measuring, and assessing institutional behavior, including organizational climate and character, analysis of transition, change management, and those internal and external factors which affect organizations. Both qualitative and quantitative assessment tools are considered. This course seeks an integration of theory, research, and consultation in assessing organizational behavior.

**[Core Collegium: Year Three]**

**PSY 825 Interventions: Individuals (4 units)**

An integration of theory and research regarding the states of adult and career development using programs, tools, and procedures for exploring the life and career aspirations of individuals and the means of linking these aspirations to organizational intentions. Programs and interventions which assist individuals in an organizational setting are emphasized, including life and career planning, outplacement and transition counseling, training and development, professional growth contracts, career ladders, performance appraisal and skills development.

**[Core Collegium: Year One]**

**PSY 826 Interventions: Groups (4 units)**

This course applies group theory and research findings toward the improvement of group functioning and performance. Attention is also given to designing and implementing interventions, such as process consultation, team building, communication enhancement, and group relations training.

**[Core Collegium: Year Two]**

**PSY 827 Interventions: Organizations (4 units)**

This course applies organizational theory to the role of the professional consultant in the design and implementation of organizational interventions. Attention is given to issues of change (dynamics) and stabilization (statics); stages of organizational life; changes in structure, process,

and attitude in such area as personnel selection, training and development; socio-technical consultation; job redesign; organizational learning; and appreciative inquiry.

**[Core Collegium: Year Three]**

**PSY 840 Organizational Case Conference (3 units)**

This seminar provides in-depth supervision in a group setting and explores the professional and personal issues emerging from students' roles as teachers, leaders, interventionists, and advocates. Students present cases, and class discussion centers on issues concerning their work in the field. The focus is on such topics as diagnosis, change, stabilization strategies, and reflective practice.

**[Core Collegium: Years One, Two and Three]**

**PSY 854 Adult Learning (4 units)**

An integration of needs theories, cognitive theory, and reinforcement theories with their influences on goal setting, job design, incentive systems, participatory decision making, and organizational effectiveness. Attention is also given to training theory, instructional design theory, training development, and delivery of training. The course will focus on the affective, cognitive, and psychomotor impact of adult learning. It will also cover theory and research on the different ways in which adults learn with programs, tools, and procedures for training, professional development, personal goal setting, job design, incentive programs, and organizational change efforts.

**[Learning Conspectus]**

**PSY 895 Dissertation Research Design (5 units)**

This course is a practical pro-seminar on the nature and range of dissertation research. It emphasizes problem identification, steps in the research process, ethical considerations, and completion of a research proposal. Students should have a potential research topic area in mind before enrolling in this course. Class meetings are scheduled over two consecutive quarters.

**Prerequisite:** Advancement to candidacy status through completion of course work and the Learning Conspectus.

**[Leadership and Organizational Transformation Laboratory]**

**PSY 896-899 Dissertation Research (15 units total)**

Students work independently, with the guidance and collaboration of their dissertation committees, to execute an in-depth research project on an applied psychological topic and report their findings in dissertation format. The final dissertation is a major project that exhibits doctoral-level competence in the identification, analysis, and treatment of a complex psychological phenomenon, issue, or problem.

**[Leadership and Organizational Transformation Laboratory]**

## Appendix D

### Guidelines for the Learning Conspectus

The term, conspectus, derives from the Latin, *conspicere*, which means “to look at attentively”. Its English definition is “a brief summary giving an overall view”. A perspective derived from careful attention to detail in relation to relevant conceptualizations is precisely the purpose of the Learning Conspectus.

The *Learning Conspectus* provides a framework for generating, conceptualizing, guiding and reporting self-designed learning that integrates action and theory. We believe the Learning Conspectus transcends the learning significance of internships and comprehensive examinations in the following ways:

- It is learner oriented and driven, customized to your interests, so maximizes the value of the learning to you.
- It helps you integrate theory and practice—theory illuminating practice—so that your practice can be fundamentally improved through your enhanced awareness and ability to articulate what and why you do what you do professionally.
- It helps you link and make use of your past competencies and to your specific professional direction going forward.

## Overview

### a. Structure:

There are four parts to the Learning Conspectus that are elaborated later in this document:

- Elements of the Learning Context
- Learning Units
- Learning Process Retrospective
- Supporting Documents

### b. Process

The Learning Conspectus begins as a *Learning Prospectus*. That is, in its first form it comprises an elaboration of your learning context and at least three learning units. The Learning Prospectus should be completed within the first 79 credits of course work (equivalently your first year in the program) and submitted to the School for review. When approved by the School, the Prospectus serves as a contract between the learner and the School. (Criteria and parameters of the Learning Conspectus are attached.)

Through PSP 854, Adult Learning, you will have an opportunity to develop two of the three sections of the Learning Context, Part One of the Learning Prospectus. These are: (a) Your Personal Vision; (b) Your Current and Desired Competencies; and (c) Your Assessment of Your Learning Strengths and Challenges. Through coaching and mentoring with faculty and fellow students to facilitate your own reflections, you will have opportunities throughout the program to evolve your learning goals (in relationship to leadership competencies) and formulations of your learning units for your Learning Conspectus. Your course work will also contribute creatively to the formation of your Learning Conspectus by opening areas of interest and possibilities for you.

Once your Learning Prospectus is developed to your satisfaction and specifications of the School, you move into the implementation phase of the Learning Conspectus. This means locating and/or confirming appropriate sites for your learning activity and relevant conceptual resources for your activity reflection. Throughout your construction—in action and reflection—of the Learning Conspectus, you will be contracting with others—representatives of the School and of professional sites. Contracting skills and the ability to manage relationships effectively in relation to your learning is critical and a central part of the learning process.

In both planning and implementing your learning you will be practicing what you have learned about optimizing your process of learning and this will be the focus of your summary reflection at the close of the entire Learning Conspectus. Your learning process abilities developed in this program will later optimize your learning capability in your practice, your career.

An important part of managing the Learning Conspectus is balancing the accomplishment of thoughtful learning objectives with accommodation of emergent learning opportunities and new discoveries. It is important both to provide yourself with structure in the learning on the basis of your self knowledge about your deepest interests and purposes and, at the same time, be open to an expanding awareness of your environments and its possibilities. The evolution of the Learning Prospectus is often an iterative process of planning, implementing, conceptualizing and evaluating.

The Learning Process Retrospective is achieved by ‘standing back’ from your work on the Learning Conspectus and reflecting about how you managed and learned from the process. Here, you will revisit your vision and your learning strengths and challenges and your goals for improving them and determine your progress on second order goals (learning to learn).

When you have completed the work you assemble the Learning Conspectus document concluding with your Learning Process Retrospective and appendices containing relevant documentation and submit it to the School for the second and final review. The Learning

Conspectus will either be approved or returned for requested revisions. With the approval of the Learning Conspectus, you will have completed your work on this aspect of your program.

## **Detailed Description of Learning Conspectus Structure**

### A. Elements of the Learning Context:

#### 1. A Personal Vision

Formulation of a personal vision makes it possible for you to situate the Learning Conspectus work and doctoral program in general in the context of your career and life aspirations. It links the learning to your deeper purposes. The personal vision also creates momentum and directed energy toward those purposes. The other contribution of the personal vision is that it makes your inquiry intentions more explicit to you and also to peers, instructors and mentors so that learning decisions can be oriented optimally to the your goals.

Guidelines for the construction of a personal vision can be found in Senge et al. (1994) *The fifth discipline fieldbook: Strategies and tools for building a learning organization*. New York: Currency Doubleday, pp. 193-212. The personal vision will also be part of the work of PSY 854.

#### 2. Competency Benchmarks and Goals

The School has evolved six domains of leadership competencies typically undertaken by organizational psychologists. These are: leader as teacher, leader as scholar, leader as researcher, leader as manager, leader as consultant, and leader as advocate. You are asked to benchmark yourself on each of these roles by reviewing your past work and feedback from others who have worked with you. Then you are asked to select two of these as your high priority for learning, two for medium and two for low priority. The competency domains then serve as a guide for you in selecting focuses for your learning units. For example if leader-as-advocate is a domain of competencies that is of high priority for you, you will orient one or two of your learning units to enhancing significantly your competencies in this domain.

Organizing your work in relation to competency domains links your goals to what you have already achieved and optimizes the value of the learning for you.

### 3. Learning Strengths and Challenges

Associated with a course on learning, this focus on learning strengths and challenges enables you to sharpen your awareness of habits, styles and assumptions that constitute how you learn. This makes it possible for you to improve your abilities to learn through experience and practice as you conduct your Learning Conspectus construction and activities. These are second order learning abilities that will carry over to your work in this field for years to come. Means of developing learning strengths and challenges will be part of PSY 854.

## B. Learning Units

### 1. What is a Learning Unit?

A learning unit is a coherent project integrating practice and conceptualization directed by a specific learning purpose linked to a desired competency domain.

### 2. Learning Unit Focus/Goal

Learning unit goals emerge from careful reflection about your desires for professional abilities related to organizational psychology. It is an expression of your valued intentions for learning. It is important to give yourself time and interactions that catalyze this identification. It is important to distinguish between activities as such and learning goals. Activities serve learning goals. It is also important to link your learning goals to what *you* value rather than what you imagine would be impressive to others or your own 'shoulds'. Your own deeply valued goals are those that will serve you in the long term.

Key questions you should pose to yourself include:

- What is the ultimate learning purpose for the unit? Why is the unit an important part of my doctoral program? What are the related PSP competency domains and your levels of competency accomplished and desired?

- What is the feasible yet challenging level of competency ‘stretch’ I can build into the unit?
- What key learning outcomes do I want to see in the end? How does this learning unit complement and enrich the learning in my program?

### 3. Learning Activities

A learning unit contains an array of learning activities that are chosen to enable you to reach your learning unit goal. These should be optimally sequenced according to their own logic in moving you to your goal and selected in light of your related learning challenges and learning style.

Key questions you pose to yourself include:

- What active involvement in practice has been included? What are the details of the activities (description, sequence and location of activities)?
- What is my role or approach with this activity (e.g. coach, teacher, facilitator, change leader, consultant, etc.)? Have I involved others in the activities who would enable me and enrich my learning?
- How are these activities contributing to achieving the learning goals or outcomes? Are they the best way to do so?

### 4. Conceptual Material

Learning goals and activities are linked in the learning unit to relevant conceptual frameworks that *shed light* on the practice activities. It is critical that you not only are able to demonstrate competencies in action but also to articulate your work and communicate it to others within a professional conceptual perspective. Your learning unit needs to be presented within a relevant conceptual framework and discussion. You need to be aware of current relevant conceptualizations and link them well to your work and also perhaps to develop your own conceptualizations that illuminate the work.

Key questions you should pose to yourself include:

- What are the key aspects of the learning activity that I need to better understand?

- Who might be able to suggest relevant conceptual material? What course material have I learned that is most relevant to the activity and how might I extend my knowledge of these areas of research and theory?
- What were my insights and discoveries as I became more involved? Where did this learning take me? How could this shape my future practice?

## 5. Peer and Professional Academic Support

A vital part of self-managed learning is the ability to identify key persons who are able to collaborate with you and/or guide and assist you. These are likely to include faculty members, professional mentors, peers, and coaches. You will need to identify some of these people in your Prospectus and also in the final Conspectus that will reflect your journey.

## 6. Learning and Evaluation

In reflecting on the experience of the learning unit you need to elaborate the learning that was generated for you and to assess your work in light of the learning unit goals.

## C. The Learning Process Retrospective

The final section of the Learning Conspectus is a reflective review of the content and, especially, the process of learning achieved in the project. Here it is important to link your reflection on the learning outcomes to elements of your learning context—vision, competencies and learning abilities. At the end of each of your learning units you will have examined *what* you learned (content outcomes). You may want to take an overview of the learning units combined with regard to your content learning. But most especially, this section is an examination of *how* you learned (process learning outcomes). You will want to reflect on your capabilities to manage and direct your learning and the evolution of your perspective on your profession.