

**Seattle University**  
**School of Theology and Ministry**  
**STML 573 Integration of Transformational Leadership for Justice (2)**  
**Spring 2013**  
**Wednesdays (1:30 pm – 4:20 pm)**

**FACULTY**

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**COURSE DESCRIPTION (SU Graduate Bulletin)**

This capstone course will engage students in contextual mentoring relationships. It includes coaching for excellence and offers an opportunity to integrate knowledge bases, skills, and onsite practices. It requires year-long participation in leadership internship, coaching, classroom-based instruction, and personal reflection. The student will engage an issue of justice and lead a group toward change and transformation that can be sustained post-internship. Prerequisites: STML 569 (ITLJ 1), STML 561, STML 564, and STML 554 (or STMM 553)

**GOAL**

- To develop more fully participants' capacity to serve as effective transformational leaders.

**MATL STUDENT LEARNING OUTCOMES**

- *Meaning-making:* To demonstrate a reflective capacity for analyzing and articulating personal spirituality and "meaning-making" influences and structures and their impact on leadership ideals, goals, and methodologies.
- *Critical Thinking:* To think critically about the impact and role of religious organizations, spiritual movements and spiritually-inspired insights and worldviews in public discourse, and their impact and role in the development of leadership theory and practice.
- *Engaging Reflective Discussion:* To engage others effectively in reflective discussion on the structures of meaning that define their lives and the organizations and culture(s) in which they live, particularly using concepts and languages in multiple intelligences, and a variety of teaching-learning and leadership theories.

**SU GRADUATE STUDENT LEARNING OUTCOMES (addressed by this course sequence)**

- Demonstrate mastery of the competencies required in the profession or field.
- Produce effective written work deemed publishable in appropriate professional contexts.
- Make effective oral presentations adapted to specific audiences.
- Demonstrate a worldview informed by multicultural and global perspectives.
- Demonstrate effective leadership and team skills needed to convert goals into ethical action.
- Recognize and address moral and ethical challenges within their profession and field.
- Understand and appreciate the Jesuit Catholic linking of faith and justice.
- Assess own levels of commitment to community service and to a just world.
- Articulate personal and professional growth plan in which continued learning is a key component.

**INTERNSHIP AND COACHING REQUIREMENTS**

Successful completion of STML 573 requires participation in *internship* during the spring quarter. Please refer to *Integration of Transformational Leadership for Justice Internship Manual*, and contact Dr. Gloria Burgess, STM Coordinator of Contextual Education, for program and placement questions. ITLJ students

are also required to complete a total of five (5) coaching sessions between the winter and spring terms, with STM designated coaches. Coaching fees are covered by STM.

### REQUIRED BOOKS

- Heagle, John. *Justice Rising: The Emerging Biblical Vision*. Maryknoll, NY: Orbis Press, 2012.
- Kramer, Harry. *From Values to Action: The Four Principles of Value-Based Leadership*. San Francisco: Jossey-Bass, 2011.
- Senge, Peter. *The Fifth Discipline: The Art and Practice of the Learning Organization*. New York: Double-Day, 2006.
- Thomas, Douglas and John Seely Brown. *A New Culture of Learning: Cultivating the Imagination for a World of Constant Change*. Seattle: Create Space Independent Publishing, 2011.

### PROVISIONARY COURSE PLAN

*Course content and delivery may be amended at the discretion of the instructor to address the teaching and learning needs of the group.*

|            | Date     | Topic  | Reading                       | Written Assignment   |
|------------|----------|--|-------------------------------|--|
| Session 1  | April 3  | Re-entering the integration process  |                               | Case Study 1 (5%)  |
| Session 2  | April 10 | Coaching: No class session   | Thomas and Brown Chapters 1-9 |  |
| Session 3  | April 17 | Value-Based Leadership   | Kraemer Chapters 1-6          |  |
| Session 4  | April 24 | Value Based Leadership   | Kraemer Chapters 7-12         | Case Study 2 (5%)  |
| Session 5  | May 1    | The Art and Practice of the Learning Organization  | Senge Chapters 1-7            | Revised framework of synthesis project   |
| Session 6  | May 8    | The Art and Practice of the Learning Organization  | Senge Chapters 8-11           |  |
| Session 7  | May 15   | The Art and Practice of the Learning Organization  | Senge Chapters 12-18          |  |
| Session 8  | May 22   | Leadership and Justice   | Heagle Intro-Chapter 7        | Presentation of Synthesis Projects (30%)—rubric to be distributed in class<br>Proposed Schedule:<br>1:30-1:45 Intro-Prayer<br>1:45-2:30 (Presenter 1)<br>2:30-2:45 Break<br>2:45-3:30 (Presenter 2)<br>3:30-4:15 (Presenter 3)<br>4:15-4:20 Debriefing |
| Session 9  | May 29   | Leadership and Justice   | Heagle Chapters 8-14          | Presentation of Synthesis Projects<br>Proposed Schedule:<br>1:30-1:45 Intro-Prayer<br>1:45-2:30 (Presenter 4)<br>2:30-2:45 Break<br>2:45-3:30 (Presenter 5)<br>3:30-4:15 (Presenter 6)<br>4:15-4:20 Debriefing   |
| Session 10 | June 5   | Integration<br><br><b>Final Synthesis Project Text and Self-Evaluation email are due on June 13*</b> |                               | Presentation of Synthesis Projects<br>Proposed Schedule:<br>1:30-1:45 Intro-Prayer<br>1:45-2:30 (Presenter 7)<br>2:30-2:45 Break<br>2:45-3:30 (Presenter 8)<br>3:30-4:00 Debriefing<br>4:00-4:20 Course Evaluation                                     |

## **ASSESSMENT AND EVALUATION**

Assessment of student learning outcomes (both formative and summative) is an integral part of life-long teaching and learning. It promotes a culture of on-going reflection and effective practice. Participants will be evaluated on the basis of: (a) attendance and active participation in all sessions; (b) creative and instructive public presentations/engagement; (c) timely submission of written assignments; (d) successful completion of reading assignments, and (e) fulfillment of internship and coaching requirements. Therefore, a corresponding grade deduction will be applied in case of tardiness, absence, late submission of written requirements, and non-completion of reading assignments.

A straight grading scale will be used to evaluate course work:  
95 – 100 (A)    90 – 94 (A-)    87 – 89 (B+)    83 – 86 (B)...

- Attendance, collaborative presence, and active participation in class—including coaching and internship (45%)
- Satisfactory completion of required reading (15%)
- Written assignments (40%)

Students who earn a “B” demonstrate satisfactory completion of all course requirements. An “A” grade denotes a student’s superior grasp of course materials and critical engagement of theory and practice, thereby integrating one’s identity and vision of leadership. Through creative presentations and small group processes participants will: (a) provide a “thick description” of their leadership context; (b) explore feelings, images, and insights grounded in practice; (c) critically engage with various cultural resources and spiritual traditions; and (d) propose a reimagined or reframed praxis for transformation.

The course instructor retains the final decision on grades and incorporates the student’s self-assessment and evaluation.

- ***By 13 June, please send instructor an email to (a) indicate your successful completion of all required course readings and (b) assess or describe briefly your over-all participation in the course\*.***
- ***Documentation of synthesis project is due on June 13.***

## **ACADEMIC POLICIES**

### ***Academic Honesty***

The School of Theology and Ministry strictly adheres to the Academic Policy concerning Academic Honesty as published in the Seattle University Student Handbook (see website)

### ***Students with Disabilities***

If you have, or think you may have, a disability (including an “invisible disability” such as a learning disability, a chronic health problem, or a mental health condition) that interferes with your performance as a student in this course, you are encouraged to discuss your needs and arrange support services and/or accommodations through Disabilities Services staff in the Learning Center, Loyola 100 (Phone 206. 296. 5740)

### ***Attendance***

Attendance is expected of students and faculty. Appropriate reduction in grade will be considered if students are absent or tardy to class sessions, online discussions, or class assignments.

### ***Deadlines***

Deadlines are extremely important and critical in completion of this course. The published deadlines must be adhered to. Failure to meet them will result in a reduction of the grade.