

Seattle University
School of Theology and Ministry
STML 572
LEADERSHIP, PERSONALITY, AND CULTURE
Fall 2013/3 credits

FACULTY

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COURSE SCHEDULE

Session 1	Saturday	28 September 2013	9:00 am – 4:00 pm
Session 2	Sunday	29 September 2013	9:00 am – 4:00 pm
Session 3	Saturday	19 October 2013	9:00 am – 4:00 pm
Session 4	Sunday	20 October 2013	9:00 am – 4:00 pm
Session 5	Saturday	16 November 2013	9:00 am – 4:00 pm

COURSE DESCRIPTION

As teacher-learners, we will participate actively in a collaborative process of teaching and learning. Utilizing an interdisciplinary conceptual framework, we will explore the dynamic relationships among human development, intercultural literacy, and leadership formation. We will engage critically on issues such as: vocation, identity, and vision; disparity in power relationships, unearned privilege, and inclusion; interpersonal and group communication; conflict management; life-long and organizational transitions; and intercultural approaches to leadership.

Student learning outcomes will be achieved through critical engagement/reflection, participatory and constructive feedback, and strategies for leading change toward justice. Participants will create and socialize their leadership histories, assess strengths and areas of growth, and culminate the process by presenting a synthesis and development plan.

STUDENT LEARNING OUTCOMES

In this teaching and learning experience, participants will:

- build upon interdisciplinary knowledge and understanding of leadership
- demonstrate the effective application of methods and skills for studying leadership and change through various frames
- develop their skills in the practice of mindfulness, compassion, and hope--integrating more fully their identities and belonging as transformational leaders

Students in the MATL degree program will demonstrate:

- an understanding of the role and dynamics of human “meaning-making,” specifically in: framing worldviews; and impacting individual and collective human values formation, ethical and other forms of decision-making, and leadership ideals, goals, and methodologies
- a **reflective** capacity for analyzing and articulating the student’s personal spirituality and “meaning-making” influences and structure, and their impact on the student’s leadership ideals, goals, and methodologies
- a **reflective** capacity for engaging others in a discussion of the meaning structures of their lives and the organizations and culture(s) in which they live, particularly by using the concepts and languages of multiple intelligences, social and emotional learning, and leadership theory that can serve as a surrogate for traditional theological themes and issues
- an ability to lead from a posture of an articulated spiritual-depth that is consistent with the student’s personally-defined values and the values of the organization in which the student works

REQUIRED BOOKS

- Bridges, William. *Transitions: Making Sense of Life’s Changes*. Cambridge, MA: First Da Capo Press, 2004.
- Gardner, Howard. *Five Minds for the Future*. Boston: Harvard Business Press, 2008.
- Kouzes, James M. and Barry Z. Posner. *The Leadership Challenge*, 5th ed. San Francisco: Jossey-Bass, 2012.
- McKee, Annie, Richard Boyatzis, and Frances Johnston. *Becoming a Resonant Leader: Develop your Emotional Intelligence, Renew your Relationships, Sustain your Effectiveness*. Boston: Harvard Business Press, 2008.
- Palmer, Parker. *Let Your Life Speak: Listening for the Voice of Vocation*. San Francisco: Jossey-Bass, 2000.
- Parks Daloz, Laurent A., Cheryl H. Keen, James P. Keen, and Sharon Daloz Parks. *Common Fire: Leading Lives of Commitment in a Complex World*. Boston: Beacon Press, 1996.

RECOMMENDED

- Moodian, Michael A., ed. *Contemporary Leadership and Intercultural Competence: Exploring the Cross-Cultural Dynamics within Organizations*. Los Angeles: Sage Publications, 2009.

ASSESSMENT AND EVALUATION

Assessment of student learning outcomes 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 their (a) active and deliberate participation in class sessions, (b) creative and instructive public presentations, and (c) timely submission of clear and cogent written assignments. They are expected to look at self as a leader, reflect on their own practice of transformational leadership, and contribute to the holistic formation of the group.

A straight grading scale will be used to evaluate course work:

95 – 100 (A) 90 – 94 (A-) 87 – 89 (B+) 83 – 86 (B) Etc

- Attendance, collaborative presence, and active participation (50%)
- Satisfactory completion and time submission of written assignments (50%)

The course instructor retains the final decision on grades and incorporates the student's self-reflection in the process of assessment and evaluation.

TENTATIVE 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.

Session 1 *The Call and Vocation to Lead*

Required Reading:

- *Let Your Life Speak* (Palmer)
- *Five Minds for the Future* (Gardner)
- *Becoming a Resonant Leader* (McKee et al), ix-43.

Written Assignments:

- Exercises on pages 4-5, 15-16, 18-20, 22-23, 27-28, and 42 (*Becoming a Resonant Leader*). You may write your responses directly in the book.

Session 2 *The Leadership Challenge*

Required Reading:

- *The Leadership Challenge* (Kouzes and Posner), Introduction – Chapter 7.
- *Becoming a Resonant Leader* (McKee et al), 45-108.

Written Assignments:

- Exercises on pages 48-51, 53-54, 58, 60-62, 64-66, 74-76, 78-83, 84-91, 94-99.
- Presentation of Leadership History (see instructions on pages 5-6).

Session 3 *Resonant Leadership*

Required Reading:

- *The Leadership Challenge* (Kouzes and Posner), Chapters 8-12.
- *Becoming a Resonant Leader* (McKee et al), 109-213.

Written Assignment (3-5 pages):

- Identify a key concept or idea from this session's reading/s that you find most interesting or intriguing. Discuss how the idea has caught your imagination or attention.
- In which section of the reading do you strongly agree or disagree with the author? Explain why.
- What questions do you draw from the text? May be a point of clarification or an "I wonder statement."
- Implications for the practice of leadership
- Conclude by articulating your vision of leadership, including the above authors as primary conversation partners.

Session 4 *Common Good and Commitments in a Changing World*

Reading Assignments:

- *Common Fire* (Parks Daloz)
- *Transitions* (Bridges)

Written Assignment (3-5 pages):

- Identify a key concept or idea from this session's reading/s that you find most interesting or intriguing. Discuss how the idea has caught your imagination or attention.
- In which section of the reading do you strongly agree or disagree with the author? Explain why.
- What questions do you draw from the text? May be a point of clarification or an "I wonder statement."
- Implications for the practice of leadership

Session 5 **Vision and Integration**

Written Assignment (3-5 pages):

- Leadership Synthesis and Development Plan (See pages 7-8).
- **By December 2, 2013**
 1. **complete all exercises in *Becoming a Resonant Leader***
 2. **send instructor an email (a) indicating what percentage of the required course readings you were able to cover and (b) providing a brief personal assessment of your over-all class performance and participation.**

ACADEMIC POLICIES

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.

<u>University Resources and Policies</u>
Academic Resources
<ul style="list-style-type: none">• Library and Learning Commons (http://www.seattleu.edu/learningcommons/) <i>(This includes: Learning Assistance Programs, Research [Library] Services, Writing Center, Math Lab)</i>• Academic Integrity Tutorial (<i>found on Angel and SU Online</i>)
Academic Policies on Registrar website (https://www.seattleu.edu/registrar/academics/performance/)
<ul style="list-style-type: none">• Academic Integrity Policy• Academic Grading Grievance Policy• Professional Conduct Policy (<i>only for those professional programs to which it applies</i>)
Notice for students concerning Disabilities
<i>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 class, you are encouraged to arrange support services and/or accommodations through Disabilities Services staff located in Loyola 100, (206) 296-5740. Disability-based adjustments to course expectations can be arranged only through this process.</i>

LEADERSHIP HISTORY ASSIGNMENT

1. A *Leadership History* is an intentional reflection on three (3) critical life experiences that instilled an awareness of your gifts or strengths across the life-span (i.e., from early childhood, adolescence, young adulthood, to the present). Examples may be drawn from contexts such as scouting, sports, or church groups. The experience need not be “significant”—only its impact on you.
2. For the class presentation: use the reflection questions below to summarize the **key movements** in your own leadership history. Use large pieces of butcher/flip chart paper for each section, and colored pens or large computer print to display your summary statements. You will have approximately 20-30 minutes to present and 10-15 minutes for feedback (process will depend on class size).
3. For the history:
 - a) Choose three (3) experiences or events that have shaped your leadership. On the chart, name the experience or event, and specify when it occurred.
 - b) As you reflect upon these experiences/events and look at yourself as a leader, what emerges?
 - What qualities, skills, and talents have become evident within you?
 - What do you find life-giving, attractive, and compelling?
 - What is de-energizing, enervating, or death-dealing?
 - What setting, group, or individual draw you (e.g., age, socioeconomic, ethnic, or racial)?
 - What unfinished business or issues still live in you that you are aware of through this reflection?
 - What poems, paintings, images, books, metaphors, scripture or other quotes have been meaningful to you?
 - What is your sense of mission (at this point)?
 - What new insight or certitude has emerged for you?
 - What action impels you?
4. Bring completed large charts to class.

The journey to self is neither easy nor quick. Because we evolve and change, the journey last our whole life. Some seem unwilling to do the hard and deep work necessary to complete this journey. Others start but turn back before the journey is complete. But those who stay the course become the person they started out to be. They find their own voice, their own truth. Along the path, they not only understand their true self but also claim their gifts, heed their call, move toward wholeness, and learn to be authentic.

R. S. Moxley
Spirit and Leadership

LEADERHIP HISTORY

Name of Experience	Qualities, strengths, skills, and talents	Life-giving: what draws me?	De-energizing: not life-giving?	Setting and/or groups that draw me	Unfinished Business
1)					
2)					
3)					

Inspirational Image/Quote	Deeper Questions	Sense of Mission	Insights and Certitudes	Actions toward which I am Impelled

LEADERSHIP SYNTHESIS AND DEVELOPMENT PLAN

The point is not to become a leader. The point is to become yourself, to use yourself completely—all your skills, gifts, and energies—in order to make your vision manifest. You must withhold nothing. You must, in sum, become the person you started out to be, and enjoy the process of becoming.

Warren Bennis

On Becoming a Leader

The Leadership Development Plan serves as a tool and a guide as you move forward. It has two main goals:

- To articulate, synthesize, and integrate your learning throughout the course.
- To create a road map for your on-going leadership development.

Creating a Leadership Synthesis and Development Plan

In **Session 5**, you will discuss the following points on leadership in a plenary presentation (duration to be determined based on class size). Your oral engagement or participation is required; audio/digital recordings are not sufficient.

- A. Leadership Definition
 - How do you define leadership for yourself? (Simply state this in a sentence or two)
 - Explain what this means for you.
- B. Leadership Metaphor
 - What image or metaphor represents your leadership?
 - Elaborate.
- C. Vision/Mission/Sense of Purpose
 - How do you name your vision, mission, or sense of purpose?
 - What are the 3-5 values that you bring to this?
 - What are the strengths, passions, and commitments you bring to this?

“What are you going to do with your one wild and precious life?”

Mary Olive

- D. Giving Back
 - What are one or two tangible ways you will be able to “give back” in your ministry or with the larger community from this teaching and learning experience?
- E. Leadership Potential and Timeline
 - What are the 3-4 action steps you will take to optimize your leadership potential?

- What is your timeline?
- What are the implications for yourself and your life?

Use the form below—due at the time of presentation

Use your creativity (multiple intelligences) to express your leadership. Visuals, collage, dance, poetry, music, PowerPoint, or symbols may enable you to convey more fully your sense of leadership to the group.

CONTINUED GROWTH PLAN

Action Steps	Strategy and Timeline	Implications for Self	Implications for Organization

*Leadership is much more an art,
a belief, a condition of the heart,
than a set of things to do.
The visible signs of artful leadership
are expressed, ultimately, in its
practice.*

*Max DePree
Leadership is an Art*