

STML 561 Transformational Leadership
Syllabus Spring 2014
April 5-6 and May 17-18, 2014

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HH 212- by apt only

Goal: To introduce concepts and practices of transformational leadership

Objectives for faculty:

- To assist students in intentionally and creatively addressing their growth as leaders;
- To offer students the opportunity for communal reflection on role as leader
- To encourage and support growth of students as change agents and leaders of communities acting for the common good.

MATL Learning Outcomes addressed in this course:

- Demonstrate a *reflective* capacity for analyzing and articulating the student's personal spirituality and "meaning-making" influences and structure, and its impact on the student's leadership ideals, goals, and methodologies.
- Demonstrate an ability to lead groups through processes of transformation and change.
- Demonstrate a capacity to write appropriately to serve the people to whom they are accountable.

Course Description:

This course considers the development of leadership theory, examines elements of transformational leadership, and explores how transformational leaders move people, groups and organizations toward change. J. M. Burns' definition provides the baseline for understanding leadership as the process of moving people toward higher moral agency, raising consciousness and effecting change through embodying reflective, systems-based, relational, and spiritual leadership. Students will engage in self-discovery, consider case studies and analyze leadership on various levels of influence.

Course Meeting times:

April 5 (8:30am- 4:30pm; 1 hour lunch noon – 1pm)

April 6 (8:30am- 4:00pm; 1 hour lunch noon – 1pm)

May 17 (8:30am- 4:30pm; 1 hour lunch noon – 1pm)

May 18 (8:30am- 4:00pm; 1 hour lunch noon – 1pm)

Required reading:

Arrien, Angeles. *The Four Fold Way*. New York: Harper Collins, 1993.

Block, Peter. *Community. The Structure of Belonging*. San Francisco: Berrett-Koehler, 2009.

Heifetz, Ronald A. and Marty Linsky, *The Practice of Adaptive Leadership* (Boston, MA: Harvard Business School Press, 2009.

Jackson, Phil. *Eleven Rings: The Soul of Success*. New York: The Penguin Press, 2013.

Law, Eric. *Inclusion*. Atlanta: Chalice Press, 2000.

Description of Written Assignments:

- A.) **Log on** to the Canvas course management system and indicate you are “here”. Try to log on by **April 1**, so you can address issues that may arise due to Internet compatibility, your user name and password. These issues are to be addressed with the Helpdesk on SU campus. The Canvas site should be available by **March 19** (2%)

How to Access Canvas

1. go to <https://seattleu.instructure.com/login>
 2. Go to “favorites” on your internet bar and add this page to your “favorites.”
 3. To log on to Canvas, use your Seattle University email address including the @seattleu.edu
- For example, I am scal@seattleu.edu. I log in as user: scal@seattleu.edu
4. Enter your password as you do to access the Seattle University accounts you have. If you have trouble remembering your password, or if it has expired since you last used it, you need to call the Seattle University helpdesk to get assistance. 206-296-5571 or email them at helpdesk@seattleu.edu .
Once you are logged in, you will be given a choice of classes (top bar- courses & groups-drop down menu) in which you are enrolled.
 5. Click on the course (STML 561 Transformational Leadership) and you will find a “map” on the left column. Go ahead and play around with the site a bit.
 6. Click on “modules” and you will see the title “Introductions.” Click on “Introductions” Type “Hi” or “hello” or whatever you want to title your posting. Then click on the body of the greeting, and type what you want to say to the class. (I made it, I’m here. Can’t wait. Wow!. Whatever you choose so we know you are in the class and the community of learners.)
 7. Scroll to the bottom of the page and click the “submit” box to ensure we all get your greeting. If you experience difficulty either use the help menu on the site (upper right) or contact the help desk.

- B.) **CASE STUDY:** Write a three to four-page (no more) description of a leadership venture in which you, as leader, failed to achieve what you hoped. Disguise names for the sake of confidentiality, but be as specific about the vision, the steps you led, the resistance the organization offered, and the failure to complete the adaptation/ change. Choose something that you are willing for the class to use together to learn about leadership. The cases used during the second weekend will be primarily your own. Since a part of the practice of effective leadership is the capacity to learn from failure, you will find this work most useful if you use the opportunity to reflect on one of your own attempts to exercise leadership that failed or was otherwise disappointing, frustrating, and/or discouraging. (Case study elements and sample on Canvas.) **Submit via Canvas, no later than May 2, by 6 am.** (10%)

- C.) **Post observations** about leadership based on **interview of a leader by 5pm PST April 25.** Post on Canvas your summary of an interview you conducted with a leader you admire. (20%)

This requires several steps:

- 1.) Interview a leader. Look for someone who might offer you a perspective on organizational leadership that you may not have. (I have posted a sample of interview questions on Canvas.)
- 2.) Spend at least an hour with a leader- more if you like and the leader can accommodate. Prepare your questions before the meeting. Look specifically at the texts by Law, Heifetz, Jackson, and Block to help frame questions related to our studies.
- 3.) Summarize your observations, understandings, and insights. Post a three-page reflection related to the implications this interviewee posed for you as leader. See the Interview outline and helps posted for you on the Canvas site. Also review the rubric used to assess your interview posting (also found on Canvas).

D.) **Read others' postings and respond** (about five paragraphs) to two persons' postings with a deepened insight or connection. Include the relation of your insight to the original posting, required reading, discussions within the class, and other comments shared by your peers. This response should demonstrate that you understand the person's insights and further the discussion as it unfolds on the web page. It should be directed to the person, not a third party for a grade. See the rubric on the Canvas site that will be used to evaluate the postings. (10%) **Post by 5am PDT May 9.**

E.) **Your final paper reflects** on your own practice of leadership and demonstrates your understanding and use of the concepts and perspectives presented in class and in the readings for this course. Your 8-10 page paper (double-spaced, 8-1/2" x 11", times new roman, 12) should include the following elements:

- **A basic description** of the issue/challenge to leadership you identified in your leadership failure case study submitted May 2. (maximum of 2 pages)
- **A thoughtful analysis of the case, using key concepts** from the course that are relevant to your leadership failure case. (minimum 6 pages)
- **A summary discussion of lessons learned and/or next steps.** Relying on the readings assigned, class discussions, and other insights from previous experience and leadership education. This paper is due in Canvas **by 6am May 30, 2013.** (25%)

F.) **A Grade Rationale** that articulates your understanding of what grade you believe you have earned this quarter. Please address the learning outcomes of the class as well as your fulfillment of the requirements. This is due with in Canvas **by 6am May 30, 2013.** (3%)

Other Assignments:

Consistent, Active and Reflective participation in your small group during class sessions as well as the larger class discussions and the Canvas response opportunities. This includes preparation for each learning session, as well as claiming responsibility for your contribution as a member. Conflict negotiation, progression to deeper levels, and participation in discussion topics are some of the contributions you make to any group. You are expected to be on time for

every class session and in submitting every assignment. Late participation will result in grade reduction. Your journaling will assist you in reflecting on your contribution both to your small group and to the large group that is the class. Your participation in the threaded discussion using Canvas will offer both you and your peers the opportunity to explore the material in the readings and in the class presentations. Participation is not measured by how much air you consume in the class, rather it is a combination of focused contribution, openness to others points of view, respectful listening, use of interpersonal communication skills and pastoral care skills, attention to transforming conflict, and attentive reading and synthesizing. Dr. Callahan will encourage all people to claim their voice during the class sessions and will monitor the amount of voice expressed by any single student. She encourages participants in the class to do the same. (30%)

Grading:

This course in leadership assumes that transformational leaders act out of an interior space. Thus, participants will demonstrate self-reflection as well as incorporate input from the course faculty and peers. Please understand, completion of all the elements listed in this syllabus are basic to the course and therefore earn a “B”(if your paper and participation in the course demonstrate that you understand the material and have appropriated it in the context of the class).

Students who earn an “A” demonstrate superior grasp of the material, are able to apply the knowledge to their own experience, and draw deepened insight from their peers. They integrate leadership skills with their knowledge base. The course objectives, readings, and the self-assessment tool offer students a list of competencies to be considered in the self-evaluation and the suggestion for the final grade. The faculty retains the final decision about grades and relies on the self-reflection of the student to assist in the process of course evaluation.

I will post rubrics for all written work on the Canvas website. I use the rubrics to return comments to you, and to help you know what you have covered in an assignment and what you have omitted. I strongly encourage you to look at the rubrics before submitting work. The rubrics clearly define assessment criteria of your work.

Deadlines: Leadership is about meeting and negotiating deadlines with people. Rarely do leaders act alone. Thus, I will take seriously the published deadlines. Failure to meet them will result in a reduction of the grade for the course.

All university policies apply to this course. To review them see the student handbook on the University website: <http://www.seattleu.edu/studentdevelopment/inner.aspx?id=11458>
 Academic Resources and Learning Commons (<http://www.seattleu.edu/learningcommons/>)
 o (This includes: Learning Assistance Programs, Research [Library] Services, Writing Center, Math Lab) Academic Integrity Tutorial(found on Angel and SU Online)

Academic Policies on Registrar website (<https://www.seattleu.edu/registrar/academics/performance/>)

Notice for students concerning 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 class, you are encouraged to arrange support services and/or accommodations through Disabilities Services staff located in Loyola 100, (206) 296-5740.*

ASSIGNMENT SUMMARY

<u>Assignment</u>	<u>Grade %</u>	<u>Due Dates</u>
Log onto Canvas	2%	April 1
Interview	20%	April 25
Case Study - Leadership Failure	10%	May 2
#1 Response to Interview	5%	May 9
#2 Response to Interview	5%	May 9
Grade Rationale	3%	May 30
Final Paper	25%	May 30
Participation	30%	
Total	100%	

JOURNALING QUESTIONS:

The same four questions are intended to guide your reflection for the entire quarter. These are intended to help develop a habit of reflection on your skills, your body, your gifts and your growth areas in a group. All leadership is done in groups.

These questions are not intended to limit, rather they are proposed as “pump primer”. You may wish to use both your class experience and other experiences. Please feel free to do so. It is hoped that over the course you will be able to read your responses to discover growth, continuing themes, and insights.

Each time you write, take time to breathe and to center yourself. Image the group you are considering. Image yourself in that group. Try to create the scene through your senses, identifying sights, sounds, and smells (what were people wearing? what did you see in your space? how did the room smell? what noises did you notice? how did people’s voices sound?, etc.) As you replay the group, tune into your own body responses to the discussion or the meeting. Replay the entire event. When did you feel relaxed? tense? anxious? confident? angry? hopeful? excited? etc. Try to listen to your remembered body responses as you replay the group time in your imagination. If you are experiencing some resistance to the group, the course, a particular person, a work situation, let yourself enter into dialogue with that resistance, resistance can often be a signal of a growth area.

Begin to write on these questions:

1. What did I experience as energizing/life-giving in this group/ meeting/ class?
2. What did I experience as de-energizing/ life-draining in this group/ meeting/ class?
3. What specifically made the experience life-giving. . . life-draining?
4. In what specific way did each experience affirm me? invite me to grow?

You may find it helpful to review your responses when you write your final paper.

Schedule:**FOR WEEKEND ONE:**

Read all: *Arrien, The Four-Fold Way*
 Block, Community
 Law, Inclusion

Session 1	Saturday, April 5 LEADING COMMUNITIES	8:30 am -noon
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Turn In: *Student Survey (at end of syllabus)*
Convening, Acknowledging and forming communities of learners

Session 2	Saturday, April 5 LEADING COMMUNITIES	1:00-4:30pm
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Identifying differences within groups that work together for common purpose

Session 3	Sunday, April 6 LEADING COMMUNITIES	8:30am- noon
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Inclusion and Exclusion- forming and leading diverse teams and organizations

Session 4	Sunday, April 6 LEADING COMMUNITIES	1:00-4:00pm
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Meeting folks who lead diverse groups toward common goals

All assignments and group processes are posted in Canvas in modules related to each class session. You are responsible to look at the modules before the class session starts. You may bring your computers, tablets or smart phones to class to use the materials electronically or you may find it easier to print the processes so they are handy during the class sessions. You will be responsible to facilitate processes within your small groups, which will be determined the first morning of class. These small groups will remain stable throughout the course.

BY WEEKEND TWO:*READ ALL:*

Heifetz & Linsky, *The Art of Adaptive Leadership*,
 Jackson, *Eleven Rings: The Soul of Success*

<i>Session 5</i>	<i>Saturday, May 17</i> <i>Leading Adaptive Change</i> <i>Case Studies</i>	<i>8:30am-noon</i>
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<i>Session 6</i>	<i>Saturday, May 17</i> <i>Leading Adaptive Change</i> <i>Case Studies</i>	<i>1:00-4:30pm</i>
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<i>Session 7</i>	<i>Sunday, May 18</i> <i>Leading Adaptive Change</i> <i>Case Studies</i>	<i>8:30am-noon</i>
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<i>Session 8</i>	<i>Sunday, May 18</i> <i>Leading Adaptive Change</i> <i>Case Studies</i>	<i>1:00-4:00pm</i>
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We will use the posted leadership failure cases to unpack the insights offered by Linsky and Heifetz related to adaptive change, and Phil Jackson's insights related to his own failures and successes. We will attempt to do at least half the class cases together using different insights. You will then take your own case and model your assessment of your failure turned to new possibility for successful adaptive change as your final paper. We will utilize whole class, and small group methodologies during this weekend process.

STUDENT SURVEY

Please complete and submit on Canvas by April 4

Name: _____ Degree Program _____

1. What is your most effective communication skill? _____

2. How do you know this is true? _____

3. What I hope to get out of this class is _____

4. One specific skill I want to learn/hone is: _____

5. One thing I am anxious about or afraid of (regarding this class) is _____

6. My leadership experiences include: _____

7. I hope to lead: _____

8. What values do you bring to your leadership? Please mention why these values are important to you _____

9. What do you most want me to know about you as we begin this course? _____

Please post this in the Canvas assignment space allotted for this by April 4