

**STML 572 LEADERSHIP AND CULTURES**  
**Fall 2009 – Winter 2010**  
**School of Theology and Ministry**

**FACULTY**

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**SCHEDULE**

Session 1	Saturday, October 17, 2009	9:00 am – 4:00 pm
Session 2	Saturday, November 21, 2009	9:00 am – 4:00 pm
Session 3	Saturday, January 23, 2010	9:00 am – 4:00 pm
Session 4	Sunday, January 24, 2010	9:00 am – 4:00 pm
Session 5	Saturday, February 27, 2010	9:00 am – 4:00 pm

**COURSE DESCRIPTION AND OBJECTIVES**

Students will name their own cultural context and examine assumptions about other cultures as they interact with people toward a common goal. Students will reflect on power differentials, communication preferences, conflict negotiation practices, and preferred leadership styles within a variety of cultural contexts. Students will integrate learning through practical application, seek feedback, and attempt new strategies for leading change toward justice.

Participants reflect on their leadership history, assess their pastoral strengths and limits and complete the program with a leadership synthesis presentation. This course begins in the fall and continues as an integrating and synthesizing process throughout the winter.

In the process of this integrating course work, each participant develops the ability to:

- Gain a greater sense of her or his personal and leadership strengths and limits.
- Create a trust-based community, drawing the best out of each person and developing mentoring skills.
- Sharpen skills in observation, assessment and feedback related to leadership.
- Clarify his or her values and the implementation of value-based leadership.
- Develop awareness that multiculturalism is an intersection and individuals are unique and connected.

**REQUIRED READINGS**

**Books:**

Boyatzis, Richard E. & Annie McKee. (1998). *Resonant Leadership: Renewing Yourself and Connecting with Others Through Mindfulness, Hope, and Compassion*. Boston, MA: Harvard Business School Press.

Bordas, Juana. (2007). *Salsa, Soul and Spirit: Leadership for a Multicultural Age*. San Francisco, CA: Berrett-Koehler Publishers.

Nisbett, Richard E. (2004). *The Geography of Thought: How Asians and Westerners Think Differently...and Why*. New York, NY: Simon and Schuster.

Palmer, Parker J. (2000). *Let Your Life Speak: Listening for the Voice of Vocation*. San Francisco, CA: Josey-Bass.

### **Article and Chapters:**

Butler, Robert Olen. (2001). "Crickets." Chapter 6 in *A Good Scent from a Strange Mountain: Stories*. New York, NY: Grove Press, p. 59-64.

Collins, Jim. "Level 5 Leadership: The Triumph of Humility and Fierce Resolve." *Harvard Business Review*, January 2001. Pages: 67-76. Accessible through SU Lemieux Library e-journals: <http://www.seattleu.edu/lemlib/Find/Journals/FindJournals.htm>

1. Type Harvard Business Review in the Title SEARCH line.
2. Click on [Business Source Complete](#)
3. Click on [+ 2001](#) on the right, select [Vol. 79 Issue 1 - Jan2001](#)
4. Scroll down to number 10 for the article. Click on either [HTML Full Text](#) or [PDF Full Text](#) to read the article.

Leritz, Len. (1987). "The No-Fault Formula: Five Easy Steps." Section in *No Fault Negotiating: A Simple, Innovative Approach for Solving Problems, Reaching Agreements and Resolving Conflicts*. Portland, OR: Pacifica Press, 219-235.

Wheatley, Margaret J. (2005) "Leadership in Turbulent Times is Spiritual." Section in *Finding Our Way: Leadership for an Uncertain Time*. San Francisco: Berrett-Koehler Publishers, 125-133.

\_\_\_\_\_. "Name, Connect, Nourish, Illuminate: Supporting Pioneering Leaders." Section in *Finding Our Way: Leadership for an Uncertain Time*. San Francisco: Berrett-Koehler Publishers, 163-179.

\_\_\_\_\_. "Willing to be Disturbed." Section in *Finding Our Way: Leadership for an Uncertain Time*. San Francisco: Berrett-Koehler Publishers, 210-213.

## SCHEDULE

Date/ Time	Topic	Assignments Due
Sat., Oct. 17 9:00 am – 4:00 pm	<b>Opening to our Leadership</b> <ul style="list-style-type: none"> <li>• Prayer and Check-in</li> <li>• Introductions</li> <li>• Hopes and Expectations</li> <li>• Create Norms</li> <li>• Personal Best</li> <li>• Let Your Life Speak</li> <li>• Resonant Leadership Exercises</li> <li>• Introduction to Leadership History Process</li> </ul>	<ul style="list-style-type: none"> <li>- <i>Let Your Life Speak</i>, read: entire book.</li> <li>- <i>Resonant Leadership</i>, read: p. 1-109. Complete exercises on pages: 54-55; 81-85; 106-109</li> </ul> <p>Write up and bring to class Exercise 3 on pages: 84-85.</p> <p>Appendix 216-233: Complete inventory and bring results to class</p>

Date/ Time	Topic	Assignments Due
Sat, Nov. 21 9:00 am – 4:00 pm	<b>Claiming My Leadership Gifts and Strengths</b> <ul style="list-style-type: none"> <li>• Prayer and Check-in</li> <li>• Review Norms</li> <li>• Presentation of Leadership Histories</li> <li>• Appreciative Inquiry/Appreciative Intelligence</li> <li>• No Fault Negotiation</li> <li>• Preparation for January</li> </ul>	<ul style="list-style-type: none"> <li>- <i>Resonant Leadership</i>, read: p. 110-213. Complete exercises on pages: 144-146; 173-174; 198-200</li> <li>- Read: Collins, Jim. "Level 5 Leadership: The Triumph of Humility and Fierce Resolve." <i>Harvard Business Review</i>, January 2001. Pages: 67-76. <b>Accessible through SU Lemieux Library e-journals, see page 2 for directions.</b></li> <li>- Read: Leritz, Len. "The No-Fault Formula: Five Easy Steps," pages: 219-235.</li> <li>- Presentation of Leadership History</li> <li>- <b>Due, December 6</b> Write a 2-3 page paper synthesizing your insights and awareness from your leadership history and what struck you from <i>Let Your Life Speak</i>.</li> </ul>

Dates/ Time	Topic	Assignments Due
Sat., Jan. 23 9:00 am – Noon	<b>Morning:</b> <ul style="list-style-type: none"> <li>• Prayer and Check-in</li> <li>• Cultural Inventory</li> <li>• Guest Presenter on White Privilege: Invisible Reality of Whiteness.</li> </ul> <b>Afternoon: Dr. Hy Xuan Le</b> <ul style="list-style-type: none"> <li>• Prayer, "Great Longing" by Pat Twohy, SJ</li> </ul>	<ul style="list-style-type: none"> <li>- <i>Salsa, Soul and Spirit</i>, read: p. 1-96.</li> <li>- <i>Geography of Thought</i>, read: entire book.</li> <li>- Read the 6-page story "Crickets" from Robert Olen Butler's <i>A Good Scent from a Strange Mountain</i>. Read the story BEFORE class to discuss it. This Caucasian American painted an insightful picture of the diversity within one ethnic immigrant family. Pay attention to the names. Answer the following:</li> </ul>

Dates/ Time	Topic	Assignments Due
Sat., Jan. 23 1:00 pm – 4:00 pm	<ul style="list-style-type: none"> <li>• Trying your skills on a composite case</li> <li>• Introduction: some definitions and methods</li> <li>• Different ways of thinking</li> <li>• Harvesting: sharing what each of us has learned</li> <li>• Overnight assignment: where we are, what have been here, and diversity within</li> </ul>	<ul style="list-style-type: none"> <li>○ Compare and contrast the father and the son.</li> <li>○ Compare and contrast Ted and Thieu.</li> </ul>

Dates/ Time	Topic	Assignments Due
Sun., Jan. 24 9:00 am – 3:00 pm  3:00 pm – 4:00 pm	<p><b>Morning: Dr. Hy Xuan Le</b></p> <ul style="list-style-type: none"> <li>• Prayer: “Moving through Sadness,” Pat Twohy, SJ</li> <li>• Review the harvest</li> <li>• Story: Crickets</li> <li>• Small group: overnight reflections</li> <li>• Brief final lecture</li> <li>• Final harvesting</li> </ul> <p><b>Dr. Marianne LaBarre</b></p> <ul style="list-style-type: none"> <li>• Gathering the pieces</li> <li>• Leadership Inventory – exercise</li> <li>• Final presentation – all oral Leadership metaphor, definition</li> </ul>	<p><b><u>Writing Assignment for Dr. Hy</u></b></p> <ul style="list-style-type: none"> <li>- Write a 2-3 page paper summarizing what you have learned, and what you plan to do. <ul style="list-style-type: none"> <li>○ Regarding <i>what you have learned</i>, keeping notes during the harvesting period can be helpful.</li> <li>○ You can add other things, such as questions you have. Questions are as good as, if not better than, answers. In terms of <i>what you plan to do</i>, be as concrete as possible; when appropriate, have a clear time line with due dates and collaborators.</li> </ul> </li> </ul> <p>The purpose of the paper is to solidify and capture your learning for your future. Your paper must be clearly organized and concrete. You may use various methods of formatting, including the bullet format, as long as there are complete sentences instead of just topics.</p> <p>Please email your paper to <a href="mailto:HYL@seattleu.edu">HYL@seattleu.edu</a> by <b>February 12, 2010</b>.</p>

Date/ Time	Topic	Assignments Due
Sat., Feb. 27 9:00 am – 4:00 pm	<ul style="list-style-type: none"> <li>• Prayer and Check-in</li> <li>• Wheatley – wisdom</li> <li>• Presentations</li> <li>• Closing</li> <li>• Evaluation</li> </ul>	<ul style="list-style-type: none"> <li>- <i>Salsa, Soul and Spirit</i>, read: p. 96-205.</li> <li>- Margaret Wheatley articles, “Leadership in Turbulent Times,” p. 125-133.</li> <li>“Name, Connect, Nourish,” p. 163-179.</li> <li>“Willing to be Disturbed,” p. 210.213.</li> </ul>

This syllabus is subject to change to accommodate the learning process.

### **Student Responsibilities and Evaluation**

Evaluation is a part of professional life, and to be useful it should avoid any element of shame and encourage ongoing reflection, learning, and productivity. In this course evaluation will be based on the quality of presence and participation in the sessions, the presentations, and paper(s), including:

- A willingness to reflect upon one's own practice and to contribute to the work of the group;
- A willingness to look at yourself as a leader and to engage the process as introduced;
- Timely presence and active participation in all sessions and presentations;
- The richness and clarity of the papers as an illustration of course themes along with the appropriate use of concepts, theory and readings.
- Papers and presentations turned in on time. Late papers reduce the grade.

As in the other courses a straight grading scale will be used for evaluation of work in this module (A = 95-100, A- = 90-94, B+ = 87-89, B = 83-86, etc.)

50% Presence and active participation

50% Written assignments

## **Recommended Reading List**

- Arrien, Angeles. (1993). *The Four-Fold Way: Walking the Paths of the Warrior, Teacher, Healer and Visionary*. San Francisco, CA: HarperCollins.
- Bolman, Lee and Deal, Terrance. (2008). *Reframing Organizations: Artistry, Choice, and Leadership*. San Francisco, Jossey Bass.
- Brandt, Joseph. (2007). *Understanding and Dismantling Racism: The Twenty-First Century Challenge to White America*. Minneapolis, MN: Augsburg Fortress Press.
- Doohan, Leonard. (2007). *Spiritual Leadership: The Quest for Integrity*. Mahwah, NJ: Paulist Press.
- Gerzon, Mark. (2006). *Leading Through Conflict: How Successful Leaders Transform Differences into Opportunities*. Boston, MA: Harvard Business School Press.
- Henley, Dede. (2007). *The Secret of Sovereignty: Women Choosing Leadership, at Work and in Life*. Seattle, WA: Ragnelle Press.
- Kendall, F.E. (2006). *Understanding White Privilege: Creating Pathways to Authentic Relationships Across Race*. New York, NY: Routledge.
- Kouzes, James M. and Posner, Barry Z. (2008). *The Leadership Challenge*. San Francisco, CA: Jossey Bass.
- Law, Eric H. F. (1993). *The Wolf Shall Dwell with the Lamb. A spirituality for leadership in a multicultural community*. Chalice Press.
- Leritz, Len. (1987). *No Fault Negotiating: A Simple, Innovative Approach for Solving Problems, Reaching Agreements and Resolving Conflicts*. Portland, OR: Pacifica Press.
- Moxley, Russ S. (2000). *Leadership and Spirit: Breathing New Vitality and Energy into Individuals and Organizations*. San Francisco, CA: Jossey-Bass.
- Quinn, Robert E. (1996). *Deep Change: Discovering the Leader Within*. San Francisco, CA: Jossey Bass.
- Schmitz, Diane. (2009) *The Invisible Reality: An Examination of Whiteness*. Unpublished Dissertation at Seattle University.
- Wheatley, Margaret J. (2005). *Finding Our Way: Leadership for an Uncertain Time*. San Francisco, CA: Berrett-Koehler Publishers.
- \_\_\_\_\_. (2006). *Leadership and the New Science: Discovering Order in a Chaotic World*. San Francisco, CA: Berrett-Koehler Publishers.
- Whyte, David. (2008). *The Three Marriages: Reimagining Work, Self, and Relationship*. East Rutherford, NJ: Penguin Group.

## LEADERSHIP HISTORY ASSIGNMENT

1. The leadership history is a reflection on three experiences of your life when you have been in touch with your gifts or strengths. These could range from early years (scouting, sports, youth groups) to young adulthood to the present time. The experience does not need to 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 pastoral leadership history. Use the large pieces of butcher paper for each section and colored pens or large computer print to display your reflections. The print must be readable from 4-5 ft. away. You will have approximately 20-30 minutes for presentation and 10-15 minutes for feedback.
3. For the History you will:
  - a. Choose three significant experience or events that have shaped your pastoral leadership. On the chart you will:
    - Name the experience or leadership event  
-When?
  - b. As you reflect upon these experiences/events, what emerges as you look at yourself as a leader:
    - What qualities, skills and talents have become evident within you?
    - What do you find life-giving, attracting, and compelling?
    - What is de-energizing—not life-giving?
    - What setting, group, individuals draw you, i.e., ages, socio-economic, ethnic or racial background?
    - What unfinished business, issues still live in you that you are aware of through this reflection?
    - What poems, paintings, images, books, scripture or other quotes have had meaning for you?
    - What is your sense of mission at this point?
    - What new insight or certitudes rise up 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 lasts 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*

### Leadership History

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

Inspirational Image/Quote	Deeper Questions	Sense of Mission	Insights, Certitudes	Actions I'm Impelled Toward

## LEADERSHIP SYNTHESIS & DEVELOPMENT PLAN

The point is not to become a leader. The point is to become yourself, to use yourself completely—all your skill, 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 has two goals:

1. To synthesize, integrate and articulate your learning throughout the course.
2. To create a road map for your continued leadership development.

The leadership development plan is intended as a tool and a guide as you move forward.

### Building a Leadership Synthesis and Development Plan

You will present the following points on your leadership in a 5-7 minute presentation during our February class. Your verbal sharing needs to be part of the process. Auditory tapes or music are not sufficient.

#### **A. Leadership Definition**

- How do you define leadership for yourself? (Simply state this in one or two sentences.)
- Explain what this means to you.

#### **B. Leadership Metaphor**

- What metaphor or image represents your leadership?
- Elaborate.

#### **C. Vision/Mission/Sense of Purpose**

- How do you name your sense of 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 course 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? Indicate these on the attached form.

**Due at the time of your presentation.**

Use your creativity to express your leadership. Visuals, collage, poetry, music, power point or symbols may help you convey 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*

“Learning is intimately connected with action.”

Peter Senge