

**STML 569 Integration of Transformational Leadership for Justice  
Syllabus Winter 2011**

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**HH 212**

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**Goal:** To further develop students as effective leaders of faith communities

- Demonstrate a *reflective* capacity for analyzing and articulating the student's personal spirituality and "mean-making" influences and structure, and its impact on the student's leadership ideals, goals, and methodologies.

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- Demonstrate an ability to think critically about the impact and role of religious organizations, spiritual movements, and spiritually-inspired insights and worldviews in public discourse, particularly in the articulation of public values in the United States, as well as its impact and role in the development of leadership theory and practice.
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- Demonstrate a reflective capacity for engaging others in the discussion of the meaning structures of their lives and the organizations and culture(s) in which they live, particularly using the concepts and language of multiple intelligences, social and emotional learning and leadership theory, which can serve as a surrogate for traditional theological themes and issues.
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**Course Description as found in the SU graduate bulletin:**

This capstone course will engage students in contextual mentoring relationships. It includes coaching for excellence and the opportunity to integrate knowledge bases, skills, and onsite practices. It requires a year-long commitment to engage in a leadership internship, coaching, and classroom 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. Prerequisite: STML 561, STML 564, STML 554.

**Required Foundational Reading:**

Eagly, Alice H. and Linda L. Carli. *Through the Labyrinth*. Boston: Harvard University Press, 2007.

Kotter, John and Dan S. Cohen. *The Heart of Change*. Boston: Harvard Business School Pub., 2002.

Heagle, John. *Justice Rising*. New York: Orbis, 2010. ISBN: 978-1-57075-884-3

Additional Articles as assigned throughout the course.

**Course Assumptions:** Students will have completed the first quarter of STML 569 and will continue to work at their internships 8-10 hours per week.

**Course Requirements:**

1.) ***Internship*** requiring 8-10 hours pastoral work involving leadership. I will have your job description for this internship.

2.) ***Written work:***

**Create one case study** for class discussion, using Angel as the vehicle for sharing and distributing.

Each person needs to honor confidentiality regarding your site. You might choose to post

something that “hooks” an aspect of your leadership style, or something you are proud of accomplishing, or a dilemma you would like to have your colleagues consider with you. Help your colleagues respond by asking them to reflect on a specific aspect with you, for example, why you may have been hooked, strategies for addressing a key situation, how to deal with potential power differentials or conflict within the situation, or what they might do in a similar situation. **(Post case study by Jan 17 -10%)**

**Respond** to each person’s case study postings with at least a sentence or two acknowledging you have read it and understand the nature of the case.

**Respond more fully to two cases:** The response can affirm, challenge, question, or deepen the nature of the question and the case. This response should be at least three paragraphs and should demonstrate grasp of the leadership issues as we are defining them in class (e.g., power, conflict, gender or cultural diversity, differing contexts, class disparity, change agency, structure, human resource, political, symbolic, etc.). Take the conversation to a deeper level- not just “nice job” or “I disagree”. Choose two cases to focus your response. Respond directly to the individual using Angel. **(By Jan 24, Respond to 2 case studies posted by the class)** I will look for your references to the required reading, class discussions, and your response to the student who offered the case study. (5% per each response)

- **A Grade Rationale** that articulates your understanding of what grade you believe you have earned this quarter. Please address the objectives of the class as well as your fulfillment of the requirements. This is due on the last day of class (**March 9**). (5%)

### 3.) Oral Presentations

#### A. Your Self-Articulation of Leadership Style, Gifts, Limitations, and Hopes

You will present your articulation to your peers and assembled guests. The oral presentation will be limited to 45 minutes with an additional 10 minutes devoted to questions, feedback and discussion. (30%)

*Please invite your onsite mentor to attend this presentation. You may also invite your coach, your family members, friends, or others you would like to include.*

#### **Grading:**

This course in leadership assumes that transformational leaders act out of an interior, reflective space. Thus participants will demonstrate self-reflection as well as incorporate input from the on-site mentor, the course faculty, the coach and group peers. Please understand that the completion of all the elements listed in this syllabus are basic to the course and therefore earn a “B”(if your papers and presentations 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, coursepak 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.

Your participation in your field internship will constitute the “context” for applying theories and attempting new skills. The reading for this course has been reduced to accommodate the 8-10 hours a week you are serving in a leadership situation. 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.

**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 the Seattle University 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 class, you are encouraged to discuss your needs and arrange support services and/ or accommodations through Disabilities Services staff in the Learning Center, Loyola 100, (206) 296-5740.

**Attendance:**

Attendance is expected of students and faculty. Full participation in the 8-10 hour weekly field placement is also expected. If one is absent, either planned or unplanned, from either the classroom or the field placement, one needs to contact the faculty and the on-site supervisor and make arrangements to find alternatives for the missed opportunities. One can expect a deduction in the grade for repeated tardiness and for absences.

**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. While it may or may not result in an entire grade reduction, it will definitely affect borderline grades and move them lower rather than higher.

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**ASSIGNMENT SUMMARY**

| <b><u>Assignment</u></b>                    | <b><u>Grade %</u></b> | <b><u>Due Dates</u></b> |
|---|-----------------------|-------------------------|
| Case Study One                              | 15%                   | Jan 15                  |
| Responses to Case Studies (2x 5% ea)        | 10%                   | Jan 24                  |
| Oral Presentation on Leadership for Justice | 30%                   | Feb                     |
| Grade Rationale and Self-Assessment         | 5%                    | Mar 2                   |
| Participation                               | 40%                   |                         |
| Total                                       | 100%                  |                         |

**The Themes of class sessions with associated readings and assignments:****Jan 4**

**Week One: Meet with Mentors. Open conversation about mentoring, justice, and transformational leadership.** Review expectations, initiate focus on leading change in a way that transforms and works for justice.

- Jan. 11**            **Week Two: Leading Change for Justice**  
 Introduce Eagly and Carli- chapters 1-5. Be prepared to pose a question to the group and to lead the discussion based on: your own experience, your reaction to the text, and additional reading you have combined/ synthesized with the text. Each person in the class will bring one question for discussion. We will include insights from Heagle's Justice Rising, the introduction and chapter one.
- Jan. 18**            **Week Three: Women in leadership.** Use Eagly and Carli Chapters 7-10. Each person will prepare a section for conversation, initiating with questions and guiding conversation. Use material to open discussion on case studies. We will also work with Heagle's chapter's 4-5 in relation to the case studies and our overall conversation.
- Jan. 25**            **Week Four: No Class Session- coaching**
- Feb. 1**              **Week Five: Continue case study discussion** using material from Kotter and Eagly and Carli, chapters 5,6, 10 and 11. Also Heagle, chapters 6-9.
- FEB. 8**            **WEEK SIX: STUDYWEEK, PREPARE SYNTHESIS PRESENTATIONS and Coaching (You are entitled to 6 coaching sessions. Please finish by March 2)**
- Feb. 16**            **Week Seven: Leadership Presentations**  
**Presenter 1:** \_\_\_\_\_  
**Presenter 2:** \_\_\_\_\_  
 We will consider Heagle, chapters 11-14. We will give feedback using insight from all reading, experience, and understanding of justice and transformational leadership.
- Feb. 23**            **Week Eight: Leadership Presentations**  
**Presenter 1:** \_\_\_\_\_  
**Presenter 2:** \_\_\_\_\_  
 We will give feedback using insight from all reading, experience, and understanding of justice and transformational leadership.
- March 2**            **Week Nine: Final Class, Evaluation, Assessment.**  
**Presenter 1:** \_\_\_\_\_  
 We will give feedback using insight from all reading, experience, and understanding of justice and transformational leadership.  
**Grade rationale and self-assessment due at the end of class.**

PEER FEEDBACK RUBRIC Leadership Presentation

Introduction

|   |  |  |
|---|--|--|
| 10 9 8  | 7 6 5 4  | 3 2 1 0  |
| Very Effective: introduces central thesis; explains questions and topics to be addressed; offers outline of material to follow. Invites interest. | Generally effective but some problems: weak thesis statement; unfocused problem or contribution statement; less clear understanding of author’s intent, support points, assumptions; need more cues about direction and purpose. | Ineffective: may lack thesis statement; may fail to provide initial context or focus; may not provide cues about the direction and purpose of the paper. No clear direction for the main points. |

Names own leadership gifts/ limits

|  |  |  |
|--|--|--|
| 10 . . . 9 . . . 8   | 6 . . . 5 . . . 4  | 3 . . . 2 . . . 1  |
| Describes understanding of leadership gifts and limits. Clear. Insightful. Acknowledges life experience, reading, ecclesial experience and relates to pastoral leadership. | Describes understanding of leadership gifts and limits. Less clear. Missing some insight or self-understanding. Missing some aspect of leadership development related to: life experience, reading, ecclesial experience. Less clear integration of leadership gifts w. own pastoral leadership. | Unclear or ineffective; significant gaps in description; description of leadership gifts/ limits. Somewhat thin or superficial. Less related to two or more: life experience, reading, ecclesial experience. Little integration. |

Your Understanding of Transformational Leadership for Justice

|   |  |   |
|---|--|---|
| 45 . . . 40 . . . 35  | 30 . . . 25 . . . 20   | 15 . . . 10 . . . 5   |
| Very effective: well-organized; good management of old and new information; effective transitions; points are effectively developed and supported with evidence; good use of sources; appropriate amount of relying on others’ points of view to support your thesis. Demonstrates thorough understanding of moral sensibilities; importance of symbol, story; relationship; demonstrates understanding of impact of following and leading; integrates concern for justice concerns—wages, access, opportunity, collaboration, etc. | Adequate management of old and new information; May be weak in one or more of these: effective transitions; points effectively developed and supported with evidence; use of sources; appropriate amount of relying on others’ points of view to support your thesis. Demonstrates attention to some or all of moral sensibilities; importance of symbol, story; relationship; understanding of impact of following and leading; integrates concern for justice concerns—wages, access, opportunity, collaboration, etc. | Missing some key elements: management of old and new information; transitions; points effectively developed and supported with evidence; good use of sources; appropriate amount of relying on others’ points of view to support your thesis. Needs additional attention to moral sensibilities; importance of symbol, story; relationship; understanding of impact of following and leading; integrates concern for justice concerns—wages, access, opportunity, collaboration, etc. |

Integration of Your experience and with your vision of Transformational Leadership for Justice

|  |   |   |
|--|---|---|
| 15 . . . 12 . . . 10   | 9 . . . 7 . . . 5   | 4 . . . 2 . . . 1   |
| Very effective: clear connection of your experience with your vision as transformational leader. Demonstrates understanding of leading change, public persona of leader, personal or private beliefs, the relationship between leading and following; identifies impact your reflective spirituality has on leading in your context. | Somewhat effective: connection of your experience with your with your vision as transformational leader. Demonstrates some understanding of leading change, public persona of leader, personal or private beliefs, the relationship between leading and following; identifies impact your reflective spirituality has on leading in your context. | Unclear and/ or unfocused connection of your experience vision as transformational leader. Missing some components of leading change, public persona of leader, personal or private beliefs, the relationship between leading and following; identifies impact your reflective spirituality has on leading in your context. |

Presentation

|   |   |  |
|---|---|--|
| 20...17...14  | 12...9...7  | 6...3...1  |
| Interesting, clear diction, use visuals to assist in verbal presentation, body posture and movement connected to points made in presentation; voice tone clear and welcoming; creative; engaging. | Summarizes information; body posture less engaging; relied on verbal with little attention to visual aids in the presentation; voice tone and pace of delivery adequate; somewhat creative; engaged occasionally. | Summarizes some of the information; body posture removed speaker from audience; relied on verbal with no attention to visual aids in the presentation; voice tone and pace of delivery too fast or too slow or filled with pauses, "uhs" or other distracting repetitious verbal habits; little creativity; engaged me rarely. |

Presenter Name: \_\_\_\_\_ Reviewer Name: \_\_\_\_\_