

STML 572 LEADERSHIP AND CULTURES

Winter 2011

School of Theology and Ministry

FACULTY

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SCHEDULE

Session 1	Saturday, January 8, 2011	9:00 am – 4:00 pm
Session 2	Saturday, February 26, 2011	9:00 am -- 4:00 pm
Session 3	Sunday, February 27, 2011	9:00 am – 4:00 pm
Session 4	Saturday, April 9, 2011	9:00 am – 4: 00 pm
Session 5	Saturday, May 7, 2011	9:00 am – 4: 00 pm

COURSE DESCRIPTION AND OBJECTIVES

Students will name their own leadership cultural context and examine other cultures assumptions. Students will reflect on the different leadership styles and how those styles are instrumental in transformational leadership. Student will reflect on and examine different processes and methods of change, and other intervention tools to aid in effective transformation as a leader. Students will capture principles of spiritual formation in their own lives in order to become more effective as a transformational leader and coach. Students will integrate learning through practical application, feedback and new strategies for leading change toward justice.

- Participants will reflect on their leadership styles against other transformational leaders.
- In the process of this integrating course work, each participant develops the ability to:
- Gain a greater sense of personal, spiritual and leadership strengths and limits
- Review some leadership Theories and issues utilizing Leadership cases
- Focusing on personal leadership identity, style and spiritual depth of each individual participant.
- Sharpen skills in observation, assessment and feedback related to leadership
- To develop the ability to draw spiritual principles from life experiences
- To become a spiritual guide for others
- Learn practical methods and intervention skills necessary for effective change to meet both the professional and personal needs of participants
- Developing awareness and enhancing skills in working with others through the process of change.
- Learn to draw spiritual principles from life experiences

MATL Students will:

- 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 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.
- 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.
- Demonstrate 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.
- Demonstrate an ability to *integrate* course material with their personal meaning structure and spirituality, and their ideals and goals for leadership.
- Demonstrate an ability to lead groups through processes of transformation and change.
- Demonstrate a capacity to speak publically with ease and clarity.
- Demonstrate a capacity to write appropriately to serve the people to whom they are accountable.

Grading:

This course in leadership assumes that pastoral leaders act out of an interior space. Thus participants will demonstrate self-reflection as well as incorporate input from the course faculty and peer groups. Please understand that the completion of all the elements listed in this syllabus is basic to the course. 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.). The total grade is based on 50% Presence and active participation and 50% Written assignments completion)

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 self 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 and presentations reduce the 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.

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

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. Appropriate reduction in grade will be considered if students are absent or tardy to class sessions, online discussions, or class assignments. (Participation is 20% of grade)

Deadlines:

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

Session 1 **Examining and discovering your Personal Self and Leadership gifts and strengths**

- Read: Let your Life Speak by Parker Palmer
- Read: Resonant Leadership, read: p 1-109.
- Complete exercises on pages: 54-55; 81-85; 106-109.
- Write up and bring to class Exercise 3 on pages 84-85.
- Appendix 216-233: Complete inventory and bring results to class.
- Students will be required to complete a spiritual and leadership history, create a synthesis & development plan utilizing all aspects of our learning environment, i.e., journal, peer reflections, reading, etc. Details will be provided in class.
- Be prepared to answer the following:
 - 1) What challenges you in this reading?
 - 2) Why?
 - 3) What do you see as the strengths and/or weaknesses of Palmer presentation?
 - 4) What, if any, personal implications does the subject matter have for your life and future leadership?

Session 2 **Examining Key Leadership Principles, claiming Gifts and Strengths**

- Research five (5) Transformational Leaders from different culture backgrounds and perspectives and prepare no more than two page summation of their leadership style, characteristics and different leadership perspectives and what identified them as a transformational leader. Name 3-5 principles that they exhibited which we will explore in group reflection. Each student will be required to do a presentation on their finding of the Transformational Leaders.
- Presentation of Spiritual and Leadership History Assignment (**instructions on pages 8-10**).
- Read: Collins, Jin. “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, see page 6 for directions.**
- Read Resonant Leadership: p. 110-213
- Complete exercise on pages: 144-146, 173-174, 198-200.
- Write a 2-3 page paper synthesizing your insights and awareness from your leadership history and what impacted you from “Let Your Life Speak”. What

insights and awareness from leadership history and what struck you from *Let Your Life Speak*.

- Read Inclusion, Making Room for Grace

Session 3 Cultural Leadership and Transformative Visioning

- Read: Salsa, Soul and Spirit, p. 1-96.
- Read the 6-page story “Crickets” from Robert Olen Butler’s *A Good Scent from a Strange Mountain*. **(In-class reading assignment)** This Caucasian American painted and insightful picture of the diversity within one ethnic immigrant family. Pay attention to the names. Answer the following:
 - Compare and contrast the father and the son.
 - Compare and contrast Ted and Thieu.
- Write a 2-3 page paper summarizing what you have learned, and what you plan to do:
 - Regarding what you learned during the discussion on Crickets, lecture, and your small group reflections
 - You can add other things, such as questions you have. Questions are as good as, if not better than, answers. In terms of what you plan to do, be as concrete as possible: when appropriate, has a clear time line with due dates and collaborators.
 - The purpose of this paper is to solidify and capture your learning for your future. You may use various methods of formatting, including the bullet format, as long as these are complete sentences instead of just topics. Please email your paper to: smit1104@seattleu.edu by **March 15, 2011**.
- Read: *The Path* by Laurie Beth Jones
- Read: Article on Transforming Vision provided in class. Short oral presentation as in class group assignment.
- Student will begin to develop a vision statement identifying key transformational principles. Prepare a 2-3 page paper on utilize information from the *Path* and Article on Transforming Vision focusing on the importance of vision in Transformational Leadership. Please email your paper to: smit1104@seattleu.edu by **March 15, 2011**.

Session 4 Moving Forward utilizing diverse approaches and methods

- Read: *Transitions: Making Sense of Life’s Changes* by William Bridges
- Spiritual and Leadership Coaching
- Appreciative Inquiry
- Emotional Intelligence
- Restorative Justice

- Consulting skills
- Write a 2-3 page paper on Bridges' book and identify 4-5 principles that are essential in spiritual and leadership transition and transformation.

Session 5 Moving Forward utilizing diverse approaches and methods

- Salsa, Soul and Spirit, red: p. 96-205
- Margaret Wheatley articles, "Leadership in Turbulent Times," P.125-133 .(Article will be provided in Session 3)
- "Name, Connect, Nourish, ," P. 163-179.(article provided in Session 3)
- "Willing to be Disturbed," p.210-213.(article provided in Session 3)
- Students will prepare a final synthesis paper outlining their personal and spiritual leadership learning outcomes and insights from the entire course studies, and how they plan to apply these outcomes in their future leadership roles as a transformational leader. Student will present this final paper in a Leadership Synthesis & Development Plan in an oral and written format. (**Instructions pages 11-12**). Also a short paper on the journaling identifying key leanings, discoveries and insights.

Required Reading:

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.

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

Bridges, William (2004), Transitions: Making Sense of Life's Changes, Cambridge, MA,First Da Capo Press

Law, Eric, H.F., Inclusion, Making Room for Grace, St. Louis, Mo, Chalice Press.

Jones, Laurie Beth, (1996) The Path, New York, New York, Hyperion

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 ejournals: <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.

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.

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.

Hargrove, Robert, *Masterful Coaching*, San Francisco, Ca, Jossey-Bass, 1995

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.

Maxwell, John C., *Developing the Leader Within you*, Thomas Nelson, 1993.

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.

SPIRITUAL AND 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 leadership history. Use the large pieces of butcher paper/or power point for each section and colored pens or large computer print to display your reflections. 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 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?

Bring completed large charts or Power point to presentation.

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						
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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 session five.. 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

Plan must include the following:

- 1. Action Steps**
- 2. Strategy and Timeline**
- 3. Implications for self**
- 4. 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