

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

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**HH 212**

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**Goal:** To further develop students' capacity to serve as effective leaders.

**MATL Learning Outcomes this course addresses:**

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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**Seattle University Graduate Student Learning Outcomes this course sequence addresses:**

1. Demonstrate mastery of the competencies required in their profession or field.
2. Produce effective written work deemed publishable in appropriate professional contexts.
3. Make effective oral presentations adapted to specific audiences.
4. Demonstrate a worldview informed by multicultural and global perspectives.
5. Demonstrate effective leadership and team skills needed to convert goals into ethical action.
6. Recognize and address moral and ethical challenges within their profession or field.
7. Understand and appreciate the Jesuit/Catholic linking of faith and justice.
8. Assess their own levels of commitment to community service and to a just world.
9. Articulate a personal and professional growth plan in which continued learning is a key component.

**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 Reading:**

Armstrong, Karen. Twelve Steps to a Compassionate Life. New York: Alfred A. Knopf, 2011.

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

Bolman, Lee G. & Terrence E. Deal. Reframing Organizations. San Francisco: Jossey-Bass, 2008.

Burns, James MacGregor. Transforming Leadership. New York: Atlantic Monthly Press, 2003.

Assorted required readings found on Angel website. Includes some links to journal articles.

**Course Assumptions:**

Completed prerequisites

Familiar with personality typologies such as the: MBTI; Kolb Learning Styles; Enneagram; Smalley Inventory, etc.

Currently students are working in final required internship- with a focus on leadership toward justice

Students have met the deadlines published in the material on the webpage, and I have your résumé, job description, and letter of application. (5%)

**Course Requirements:**

1.) **Internship** requiring 8-10 hours work involving leadership. I will have your job description for this internship. I will receive an evaluation from your supervisor concerning your performance at the internship site.

2.) **Written work:**

**A. Completion and submission of pre-quarter paperwork (Sept. 9) (5%):**

1. Résumé

2. Letter of application

3. Job description (**Final copy due Sept. 27**)

4. Goals and Objectives for field placement

The Job Description and Goals and Objectives will be reviewed with the mentor during the Sept. 20 orientation class. A **final copy if each** will be submitted to Dr. Callahan on **Sept. 27.**

B. Participation in the **Angel discussion** with the class

i. **Sign on** to Angel no later than **SEPT. 23**

ii. **Finalized and revised job description and goals and objectives** submit by end of class on **Sept. 27**

iii. **Create two case studies** for your small group to discuss 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 1<sup>st</sup> case study by Sept 30; 2<sup>nd</sup> case study by Oct. 28**). (**5% each case study: total 10%**)

iv. **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.

v. **Respond more fully to four 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 ecclesiologies, differing views on scripture, 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 for each posting of cases within your group to focus your response. You will thus do two for each case assignment for a total of four responses. (**Respond to 2 case studies posted by people in your group by Oct. 14; and two of the new case studies by Nov. 4**) 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: total 20%)

- vi. Post observations about leadership based on **interview of a pastoral leader by 5am PST Nov. 11.** Post on the Angel section that includes the entire class.

Interview a pastoral leader. Look for someone who might offer you a perspective on congregational leadership that you may not have. You need spend only an hour with a leader- more if you like. Summarize your observations, understandings, and insights. Post a three-five paragraph reflection on the implications for you as leader. You might include reflection on questions such as: How do you define yourself as minister/ leader? What are some of the implications of mission, evangelization, etc., on your leadership style and gifts and limits? What questions arise as you ponder the experience of the interview combined with the reading and your reflection on your own experience? How do the insights of the interview relate to the reading and the discussion in the class?(10%)

- vii. Read others' postings and respond** (about five paragraphs) to at least one posting 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 further the discussion as it unfolds on the web page. Note Rubric for Web Response Postings. (10%) **Post by 5am PST Nov. 18.**

- C. Initial work on Social Analysis** of supervision site. Develop a strategy for collecting and analyzing the data for your site. Attend to the material provided on the Angel site- relying on Charles Foster's model or on the model you learned in the class on social analysis. Submit a one-two page description of your process as you intend to complete it during the 2<sup>nd</sup> quarter by the last class day, **Nov. 29.** (10%)

- D. Preliminary reflection on your evolving style and definition of Transformational Leadership.** Develop a preliminary outline (2-4 pp.) of current thinking and reflection on the main themes impacting your understanding of leadership, followership, call, giftedness, mission, vision, and community. This is due on the last day of class **Nov. 29.** (10%)

- E. 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 **Nov. 29.** (5%)

- F. Please submit your signed supervisor's evaluation** for the quarter on the last day of class, **Nov. 29.**

### **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 on-site supervisor, the course faculty, 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 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, 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. Appropriate reduction in grade will be considered if students are absent or tardy to either class sessions, online discussions, or field placement. (Participation is 30% of grade)

**ANGEL:**

I have attempted to put most resources and requirements on the Angel site. Please familiarize yourself with the site. You will find under Lessons for the course all the rubrics, tests, additional reading, social analysis expectations, and theological themes referred to throughout the syllabus. In Lessons/ Resources you will find many prayer forms, articles, and direct links to denominational websites. In addition you will find a fairly comprehensive annotated bibliography that includes live web links to key leadership related websites. These often provide up-to-date statistics and results of ongoing research on issues related to pastoral leadership. You will be informed about your participation in small groups that will correspond to “teams” as listed in Lessons/ folders for posting written requirements. As we progress through the course, I will also post power point presentations related to the topics discussed in class. I have attempted to make Angel the repository of most written communication and required work for the course.

**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.

**ASSIGNMENT SUMMARY**

<b><u>Assignment</u></b>	<b><u>Grade %</u></b>	<b><u>Due Dates</u></b>
Pre-Course packet including all elements Job Descript/ Goals and Object	5%	June 15 Sept. 20, 27
Case Study One	5%	Sept 30
Responses to Case Studies (2x 5% ea)	10%	Oct. 14
Case Study Two	5%	Oct 28
Responses to Case Studies (2x 5% ea)	10%	Nov. 4
Interview	10%	Nov. 11
Response to Interview	10%	Nov. 18
Social Analysis plan	5%	Nov. 29
Grade Rationale	5%	Nov. 29
Preliminary Outline of personal Transformational Leadership	10%	Nov. 29
Mentor's Evaluation		Nov. 29
Participation including coaching and internship	25%	
Total	100%	

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

- Sept 20**      **Week One: Overview- Includes On-Site Mentors. Extends to lunch.**  
 Refine job description and Goals and Objectives with mentors  
 Meet entire group of supervisors, mentors, and other students  
 Exchange wisdom concerning leadership and justice  
 Review expectations of internship, supervisors, mentors, and evaluations  
 Meet with coaches who introduce process of coaching associated with course sequence
- By Sept 23:*      *Sign in on Angel*
- Sept. 27**      **Week Two: Toward a personal understanding of leadership style**  
 Introducing the tools for creating virtual community in the class- Angel  
 Continuing our work with our own leadership path  
**Submit your final Goals and Objectives and Job Description**  
**Determine your choice of coach.**  
*For Sept. 27:* Bolman and Deal, Ch. 20-21  
                     Burns, Ch. 1-2, 10.
- By Sept. 30:*      *Post your first case study using Angel.*
- Oct. 4**      **Week Three: Coaching, no Class session**
- Oct. 11,**      **Week Four: Organizing Community through Structure**  
 Using structure to assist meeting community needs  
*For Oct 11:*      Block, Chapters 1-9  
                     Bolman & Deal, Ch. 1-5  
                     Burns, Ch. 3-4
- By Oct. 14, 2010:*      *Post your response to two case studies.*
- Oct. 18**      **Week Five: Understanding the Context: Social Analysis**  
*For Oct 18:*      Read the Social analysis process summarized from Foster posted on  
                             Angel or use Social analysis format from course in Social Analysis.
- Bring **description** of your context- attend to mission statement, structure, demographics, etc. This is a beginning sketch- we will continue it through the entire course sequence. At this point it is DESCRIPTIVE.
- Oct. 25**      **Week Six: Human Resources**  
 Examine relationship between community needs and leadership styles  
 What are the gifts you name for yourself?  
 What are the benefits?  
 What are the challenges for you as a leader? For your congregation?  
 What resources are available to your denomination?  
 What supports, resources, renewal strategies are available to you?  
                     *For Oct. 25:* Bolman & Deal, Ch. 6-8  
                             Armstrong, all  
                             Block, Chapters 11-12  
                             Leadership Orientations (Angel)

*By Oct. 28: Post your second case study.*

**Nov. 1            Week Seven: Using Leadership Gifts –Political**

Networking, using personal and office power to lead

Vision as motivator and unifier

Power analysis in Social Analysis- Foster

Include demographic study, history, analysis of who the members are, how membership has changed since the founding congregation and pastor. Who exercises personal power within the congregation? Role power? Other powers?

*For Nov 1:*     Bolman and Deal, Ch 9-11

                     Burns, Ch. 5-8, 11

                     Block, Chapters 10, 13-15

*By Nov.4:            Post your response to two case studies in your group*

**Nov. 8            Week Eight: Using Leadership Gifts- Symbolic**

Imagination, ritual, charism as elements in leading

Social Analysis: what is the story of your congregation? What myths help initiate new people?

What rituals? Who exercises the task of initiating? Who's included? Who's not? What

functions or "events" hold the community together- form it?

*For Nov. 8:*     Bolman & Deal, Ch. 12-14

                     Armstrong, all

                     Burns, Ch. 9, 12-13

*By Nov. 11        Conduct an interview of a pastoral leader. Post your reflection on leadership based on your interview of a pastoral leader and your own wisdom so far. (Cite texts and course material as appropriate)*

**Nov. 15            Week Nine: Leadership Pastoral and Transformational**

*For Nov. 15:*   All reading completed

                     Review Theological / Spiritual Themes (angel)

                     Reflect on Leadership Interviews and Insights

*By Nov. 18 Post your response to at least one leadership interview posting by 5 am.*

**Nov. 22            THANKSGIVING BREAK- Happy Thanksgiving! COACHING**

**Nov. 29            Week Ten: Social Analysis and leadership implications**

**Wrap up; evaluation; Pull together final insights. Final Assignments Due.**