

STML 572 LEADERSHIP AND CULTURES

Fall 2011 – Winter 2012

FACULTY

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COURSE SCHEDULE

Session 1	Saturday, 1 October 2011	9:00 am – 4:00 pm
Session 2	Sunday, 2 October 2011	9:00 am – 4:00 pm
Session 3	Saturday, 29 October 2011	9:00 am – 4:00 pm
Session 4	Saturday, 3 December 2011	9:00 am – 4:00 pm
Session 5	Saturday, 21 January 2012	9:00 am – 4:00 pm

COURSE DESCRIPTION

As teacher-learners, we will participate actively in a collaborative teaching and learning process of integration and synthesis. Utilizing an interdisciplinary conceptual framework, we will name and locate our own leadership/cultural context, examine our assumptions about diverse communities, and explore the dynamic relationship between leadership and culture(s). We will engage critically on issues such as disparity in power relationships, interpersonal/group communication preferences, conflict management, transition, and intercultural approaches to leadership.

Student learning outcomes will be achieved through reflective practice (theological reflection), participatory and constructive feedback, and strategies for leading change toward justice. Participants will create and socialize their leadership histories, assess strengths and areas of growth, and culminate the process by presenting a synthesis project on leadership.

LEARNING OUTCOMES

In this teaching and learning experience, participants will:

- build upon their interdisciplinary knowledge and understanding of leadership, as viewed particularly through the lens of culture
- demonstrate the effective application of methods and skills for studying organizational leadership and change through various frames
- develop their skills in the theory and art of theological reflection, integrating more fully their identities and belonging as transformational leaders

Students in the MATL degree program will demonstrate:

- an understanding of the role and dynamics of human “meaning-making” in framing worldviews, and in impacting individual and collective human values formation, ethical and other forms of decision-making, and leadership ideals, goals and methodologies

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

ASSESSMENT AND EVALUATION

Assessment of student learning outcomes is an integral part of life-long teaching and learning. It promotes a culture of on-going reflection and effective practice. Participants will be evaluated on the basis of their active and deliberate participation in class sessions, engaging and instructive public presentations, and timely submission of clear and cogent written assignments. They are expected to look at self as a leader, reflect on their own practice of transformational leadership, and contribute to the holistic formation of the group.

A straight grading scale will be used to evaluate course work:

95 – 100 (A) 90 – 94 (A-) 87 – 89 (B+) 83 – 86 (B) Etc

Presence and active participation (50%)

Satisfactory completion of written assignments (50%)

The course instructor retains the final decision on grades and incorporates the student’s self-reflection in the process of assessment and evaluation.

REQUIRED BOOKS

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

Boyatzis, Richard E. and Annie McKee. *Resonant Leadership: Renewing Yourself and Connecting with Others through Mindfulness, Hope, and Compassion*. Boston: Harvard Business School Press, 2005.

Bridges, William. *Transitions: Making Sense of Life’s Changes*. Cambridge, MA: First Da Capo Press, 2004.

Markham, Donna. *Spiritlinking Leadership: Working through Resistance to Achieve Organizational Change*. Mahwah, NJ: Paulist Press, 1999.

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

Palmer, Parker. *Let Your Life Speak: Listening for the Voice of Vocation*. San Francisco: Jossey-Bass, 2000.

REQUIRED ARTICLES

Collins, Jim. "Level 5 Leadership: The Triumph of Humility and Fierce Resolve." *Harvard Business Review*, January 2001, 67-76. Available 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 I – Jan2001
4. Scroll down to number 10 for the article. Click either HTML Full Text or PDF Full Text to read the article.

Cruz, Faustino M. "Locating Multiple Identities and Belonging in Relatedness: Toward Intercultural Leadership." In *C(H)AOS Theory: Reflections of Chief Academic Officers in Theological Education*, eds. Bruce Birch and Kadi Billman, 208-220. Association of Theological Schools of the United States and Canada (Grand Rapids, MI/ Cambridge, UK: Eerdmans Publishing House, 2011).

_____. "Immigrant Faith Communities as Interpreters: Educating for Participatory Action." *New Theology Review* 21:4 (November 2008): 27-37.

_____. "Ministry for a Multicultural Church and Society." *Reflective Practice: Formation and Supervision in Ministry* vol. 27 (2007): 43-60.

TENTATIVE COURSE PLAN

Course content and delivery may be amended at the discretion of the instructor to address the teaching and learning needs of the group.

Session 1 *The Vocation to Lead*

Required Reading:

- *Let Your Life Speak* (Palmer), pages vii-116.
- *Resonant Leadership* (Boyatzis and McKee), pages 1-109.

Written Assignments:

- Complete exercises in *Resonant Leadership* pages 54-55, 81-85, and 106-109.
- Write up and bring to class exercise # 3 in *Resonant Leadership*, pages 84-85.
- Complete and bring to class inventory in *Resonant Leadership*, Appendix 216-233.

Session 2 *Claiming Gifts and Strengths*

Required Reading:

- *Resonant Leadership* (Boyatzis and McKee), pages 110-213.
- "Level Five Leadership: The Triumph of Humility and Fierce Resolve" (Collins), pages 67-76. Accessible through SU Lemieux Library e-journals.

Written Assignments:

- Complete exercises in *Resonant Leadership*, pages 144-146; 173-174; and 198-200.
- Presentation of Leadership History (see instructions on pages 5-6)
- Write a 3-5 paged reflection engaging your leadership history in conversation with Palmer's work.

Session 3 ***Intercultural Leadership***

Required Reading:

- *Salsa, Soul, and Spirit* (Bordas), pages 1-96.
- "Ministry for a Multicultural Church and Society." (Cruz), pages 43-60.
- "Immigrant Faith Communities as Interpreters: Educating for Participatory Action." (Cruz), pages 27-37.
- *Geography of Thought* (Nisbett)

Written Assignment (5-7 pages):

- Identify a key concept or idea from the reading/s that you find most interesting or intriguing. Discuss how the idea has caught your imagination or attention.
- In which section of the reading do you strongly agree or disagree with the author? Explain why.
- What questions do you draw from the text? May be a point of clarification or an "I wonder statement."
- Implications for the practice of leadership
- Conclude by articulating your vision of intercultural leadership, including the above authors as primary conversation partners.

Session 4 ***Transition and Transformation***

Reading Assignments:

- *Salsa, Soul, and Spirit* (Bordas), pages 96-206.
- *Making Sense of Life's Changes* (Bridges)

Written Assignment:

- Reflect on Bridge's work (3-5 pages), discussing principles essential for leadership at a time of transition. What are some of the implications for intercultural practice (1-2 pages)?

Session 5 ***Integration***

Reading Assignments:

- "Locating Multiple Identities and Belonging in Relatedness: Toward Intercultural Leadership." (Cruz), 208-220.
- *Spiritlinking Leadership: Working through Resistance to Achieve Organizational Change* (Markham)

Written Assignments:

- Synthesis Project (See page 7)
- Course Assessment: ORID Method
 1. What happened? [Objective]
 2. Why did it happen? [Reflective]
 3. What should have happened? [Interpretive]
 4. How are you going to act—transformative action? [Decision]

LEADERSHIP HISTORY ASSIGNMENT

1. A *Leadership History* is an intentional reflection on three (3) critical life experiences that instilled an awareness of your gifts or strengths across the life-span (i.e., from early childhood, adolescence, young adulthood, to the present). Examples may be drawn from contexts such as scouting, sports, or church groups. The experience need not 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 large pieces of butcher/flip chart paper for each section, and colored pens or large computer print to display your summary statements. You will have approximately 20-30 minutes to present and 10-15 minutes for feedback.
3. For the history:
 - a) Choose three (3) experiences or events that have shaped your leadership. On the chart, name the experience or event, and specify when it occurred.
 - b) As you reflect upon these experiences/events and look at yourself as a leader, what emerges?
 - What qualities, skills, and talents have become evident within you?
 - What do you find life-giving, attractive, and compelling?
 - What is de-energizing, enervating, or death-dealing?
 - What setting, group, or individual draw you (e.g., age, socioeconomic, ethnic, or racial)?
 - What unfinished business or issues still live in you that you are aware of through this reflection?
 - What poems, paintings, images, books, metaphors, scripture or other quotes have been meaningful to you?
 - What is your sense of mission (at this point)?
 - What new insight or certitude has emerged 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 last 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

LEADERHIP HISTORY

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

Inspirational Image/Quote	Deeper Questions	Sense of Mission	Insights and Certitudes	Actions toward which I am Impelled

LEADERSHIP SYNTHESIS AND DEVELOPMENT PLAN

The point is not to become a leader. The point is to become yourself, to use yourself completely—all your skills, 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 serves as a tool and a guide as you move forward. It has two main goals:

- To articulate, synthesize, and integrate your learning throughout the course.
- To create a road map for your on-going leadership development.

Creating a Leadership Synthesis and Development Plan

In Session 5, you will discuss the following points on leadership in a 5-7 minute presentation. Your oral engagement or participation is required; audio/digital recordings are not sufficient.

- A. Leadership Definition
 - How do you define leadership for yourself? (Simply state this in a sentence or two)
 - Explain what this means for you.
- B. Leadership Metaphor
 - What image or metaphor represents your leadership?
 - Elaborate.
- C. Vision/Mission/Sense of Purpose
 - How do you name your 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 teaching and learning 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?

Use the form below—due at the time of presentation

Use your creativity (multiple intelligences) to express your leadership. Visuals, collage, dance, poetry, music, PowerPoint, or symbols may enable you to convey more fully 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

ACADEMIC POLICIES

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 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 course, you are encouraged to discuss your needs and arrange support services and/or accommodations through Disabilities Services staff in the Learning Center, Loyola 100 (Phone 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.

Deadlines

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