

STML 569 Integration of Transformational Leadership for Justice

Syllabus Fall 2010

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Goal: To further develop students capacity to serve as effective leaders of faith communities

MATL Learning Outcomes this course addresses:

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.

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 Foundational Reading:

Bolman, Lee G. & Terrence E. Deal. Reframing Organizations. San Francisco: Jossey-Bass, 1991. or later edition.

Kotter, John P. Leading Change. Boston: Harvard Business School, 1996.

Markham, Donna. Spiritlinking Leadership. Mahwah, NJ: Paulist, 1999.

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. (These were to be turned in by Sept. 9) (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. Participation in the **Angel discussion** with your group and with the class
 1. **Sign on** to Angel no later than **SEPT. 24, 2010**.
 2. **Finalized and revised job description and goals and objectives** submit by end of class on **Sept. 28, 2010**.
 3. **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 1st case study by Oct 1; 2nd case study by Oct. 29**). (10% each case study)
 4. **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.
 5. **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. 8; and two of the new case studies by Nov. 5**.) 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)
 7. **Read others’ postings and respond** (about two 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. (10%) **Post by 5am PST Nov. 19**.

D. Completion and submission of pre-quarter paperwork (Sept. 9, 2010) (5%):

1. Résumé
2. Letter of application
3. Job description (**Final copy due Sept. 28, 2010**)
4. Goals and Objectives for field placement

The Job Description and Goals and Objectives will be reviewed with the supervisor during the Sept. 22 orientation class. A **final copy** will be submitted to Dr. Callahan on **Sept. 28, 2010**.

- 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 **Nov. 30, 2010**. (5%)

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)

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

<u>Assignment</u>	<u>Grade %</u>	<u>Due Dates</u>
Pre-Course packet including all elements Job Descript/ Goals and Object	5%	Sept 9, 2010/ Sept. 28
Case Study One	15%	Oct 1
Responses to Case Studies (2x 5% ea)	10%	Oct. 8 (2)
Case Study Two	15%	Oct 29
Responses to Case Studies (2x 5% ea)	10%	Nov. 5 (2)
Grade Rationale	5%	Nov. 30
Participation	40%	
Total	100%	

The Themes of class sessions with associated readings and assignments:

Sept 22, 2010 **Week One: Overview- Includes On-Site Supervisors. Extends to lunch.**
 Refine job description and Goals and Objectives with supervisors
 Meet entire group of supervisors and exchange wisdom concerning leadership and justice
 Review expectations of internship, supervisors, and evaluations

By Sept 24: *Sign in on Angel*

Sept. 28, 2010 **Week Two: Leadership and Followership**
Submit your final Goals and Objectives and Job Description

Definition of leadership
 How do we image the communities we serve?
 How do we image those within the communities? Ourselves?
 How do the images translate into our actions as leaders?
For Sept 28: Self-Diagnostic Tool (Angel)
 Kotter: Ch 11 & 12
 Markham: Ch 1
 Bolman and Deal: Ch 20-21

By Oct.1, 2010: *Post your first case study using Angel. Post in your group location in Angel.*

Oct. 5, 2010 **Week Three: Coaching, no Class session**

By Oct. 8, 2010: *Post your response to two case studies in your group*

Oct. 12, 2010 **Week Four: Definitions of Leadership. Holistic and Quantum, a Model for Wholeness**

Toward a definition of Transformational Leadership
 Analysis of Two case studies using Markham and Kotter
For Oct. 12: Kotter, All
 Markham, All

Oct. 19, 2010 **Week Five: Organizing Community through Structure**

Using structure to assist meeting organizational needs
 Analysis of Three case studies Using “structure frame”
For Oct 19: Bolman & Deal, Ch. 1-5

Oct. 26, 2010 **Week Six: Coaching, no Class Session**

By Oct. 29, 2010: *Post your second case study.*

Nov. 2, 2010 **Week Seven: Human Resources**

Examine relationship between organizational needs and leadership styles
 Analysis of two case studies using “HR”frame
 What supports, resources, renewal strategies are available to you?
For Nov. 2: Bolman & Deal, Ch. 6-8
 Leadership Orientations (Angel)

By Nov.5, 2010: Post your response to two case studies in your group

Nov. 9, 2010

Week Eight: Using Leadership Gifts –Political

Networking, using personal and office power to lead

Vision as motivator and unifier (Kotter, Markham, Bolman & Deal)

In your supervision site: Who exercises personal power? Role power? Other powers?

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

Nov. 16, 2010

Week Nine: Using Leadership Gifts- Symbolic

Imagination, ritual, charism as elements in leading

Social Analysis: what is the story of your site? 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. 17: Bolman & Deal, Ch. 12-14

Nov. 23, 2010

THANKSGIVING BREAK- Happy Thanksgiving!

Nov. 30, 2010

Week Ten: Coaching, no class session