

Seattle University
STML 561 Transformational Leadership
Syllabus Spring 2011

Faculty:

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Course Meeting Times:

First Weekend	Saturday, April 3	9:00 am – 4:00 pm
	Sunday, April 4	9:00 am - 4:00 pm
Second Weekend	Friday, May 13	6:00 pm – 9 pm
	Saturday, May 14	9:00 am – 4:00 pm
	Sunday, May 15	9:00 am - 4:00 pm

Goal: To introduce concepts and practices of transformational leadership.

Objectives for faculty:

To assist students in intentionally and creatively addressing their growth in the practice of leadership;

To offer students the opportunity for communal reflection on the practice of leadership;

To encourage the growth of students as agents of transformation, on behalf of the common good, in their communities and in the wider society and world.

MATL Learning Outcomes addressed in this course:

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 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, spirituality, and sense of purpose in the practice of leadership.

Demonstrate an ability to lead groups through processes of change and transformation.

Demonstrate a capacity to speak and write appropriately to serve the people to whom they are accountable.

Course Description:

This course considers the theory and practice of leadership, examines elements of adaptive, transformational leadership, and explores how to mobilize individuals, organizations, and communities toward more adequate patterns of life. J.M. Burns’ definition provides a baseline for understanding leadership as a process of moving people toward higher moral agency, raising consciousness and effecting change through embodying reflective, systems-based, relational, and spiritual leadership. Students will engage in self-discovery, consider case studies, and analyze leadership at various levels of influence.

This course provides a forum in which to explore the changing context in which the art of leadership must now be practiced. It addresses issues of “vocation” and “vision” in the face of unprecedented conditions and examines the formation of leadership in relationship to the growing

complexity, diversity, and moral challenges in our cultural life. Specifically it provides an opportunity to:

- reflect on the essence and evolution of one's own vocation
- gain greater perspective on the challenges embedded in the changing and increasingly complex and often stressful context of leadership practice—with special attention to place
- reflect on the dynamics of formal and informal authority
- explore the nature of adaptive/creative leadership
- practice a systemic-connective analysis of organizational and cultural issues
- develop a deeper understanding of the formation of trust and power
- recognize the vital roles of mentors, partners, allies, and confidants
- distinguish self from role
- explore the power of metaphor, symbol, and story
- gain deeper insight into issues of diversity and “otherness”
- become more conscious of present practice and enhance your range of choice

Course Requirements and Deadlines:

In this course we will do our work through a combination of lecture/presentation, conversation, video, readings, case analysis, reflection-writing, walking-observing,

Required reading:

- Laurent A. Parks Daloz, Cheryl H. Keen, James P. Keen, Sharon Daloz Parks. *Common Fire: Leading Lives of Commitment in a Complex World*. Boston: Beacon Press, 1996, esp. chs. 1 – 5, and “First Interlude.”
- Ronald A. Heifetz and Marty Linsky, *Leadership on the Line: Staying Alive Through the Dangers of Leading* (Boston, MA: Harvard Business School Press, 2002).
- Fritz Hull, ed. and Thomas Berry, “Preface” and “Foreword,” *Earth and Spirit: The Spiritual Dimension of the Environmental Crisis* (New York: Continuum, 1993), pp. 7-18.
- John Paul Lederach, *The Moral Imagination: The Art and Soul of Building Peace* (New York: Oxford University Press, 2005), chs. 1-4, 7-11, & 13-14.
- Sharon Daloz Parks, *Big Questions, Worthy Dreams: Mentoring Young Adults in Their Search for Meaning, Purpose, & Faith* (San Francisco: Jossey Bass, 2000) chs. 2 & 4.

Reading assignments are indicated for each class day. It is hoped that you will take time to engage this material as a “reflective read”—that is, as you read, ask yourself: What are the connections between this reading and my own experience in the practice of leadership? These readings will be important to your written assignment.

Case Studies:

The cases we use will be primarily your own. Since a part of the practice of effective leadership is the capacity to learn from failure, you will find this work most useful if you use the opportunity to reflect on one of your own attempts to exercise leadership that failed or was otherwise disappointing, frustrating, and/or discouraging. During the course sessions, you will have opportunity to work with your case, using the resources of the course, including consultation with your participant-colleagues.

You are encouraged, therefore, to **identify a case of your own leadership failure prior to the first session of the course, Saturday, April 2.**

Description of Two Written Assignments:

1) Your first written assignment is limited to 4-5 pages (double spaced). After the opening day, you will be invited to walk the landscape of “your place”—the equivalent of four or more square blocks of the *place* where your leadership is presently or potentially centered. You will be asked to describe particular features of your place. (Further guidelines will be available in class.)

This paper is due on Friday, May 13th.

2) Your primary written assignment is intended to give you an opportunity to reflect on your own practice of ministry and to demonstrate your understanding and use of the concepts and perspectives presented in class and in the readings for this module. Your 10 – 15 page paper (double-spaced) should include the following elements:

- **A basic description** of the issue/challenge (maximum of 3 pages)
- **A thoughtful analysis of the case, using key concepts** from the course that are relevant to your case.
- **A summary discussion of lessons learned and/or next steps.**

You will receive additional guidelines for this assignment in class.

A DRAFT of this paper is due Friday, May 13, the beginning of the second weekend.

Your FINAL paper should be postmarked by May 27 or earlier. Please mail your final paper (hard copy) direct to Sharon Parks at 6299 Hinman Drive, Clinton, WA, 98236. (Please do not send by e-mail or fax.)

Schedule:

First Weekend	Saturday & Sunday - April 2-3. 9 a.m. – 4 p.m.
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Saturday – Apr 2

9:00 am – Noon Leadership for the New Commons

1:30 – 4 pm The Call to Compassionate Leadership

Reading: Laurent A. Parks Daloz, Cheryl H. Keen, James P. Keen, Sharon Daloz Parks, *Common Fire: Leading Lives of Commitment in a Complex World*. Boston: Beacon Press, 1996, esp. chs. 1 – 3.

Reading: Fritz Hull, ed. and Thomas Berry, “Preface” and “Foreword,” *Earth and Spirit: The Spiritual Dimension of the Environmental Crisis*. (New York: Continuum, 1993) pp. 7-18.

Reading: Sharon Daloz Parks, “Meaning & Faith,” *Big Questions, Worthy Dreams: Mentoring Young Adults in Their Search for Meaning, Purpose, and Faith*, ch. 2.

Sunday – Apr 3

9:00 am – Noon The Call to Contemplative Leadership

1:30 – 4 pm Purpose, Progress, Presence

Reading: Ronald A. Heifetz and Marty Linsky, *Leadership on the Line: Staying Alive Through the Dangers of Leading* (Boston, MA: Harvard Business School Press, 2002), chs. 1- 4.

Second Weekend	Fri, May 13, 6-9 pm + Saturday & Sunday, May14-15, 9am-4 pm
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Friday – May 13

6 pm – 9 pm Getting on the Balcony - Facing the Abyss of Uncertainty

Readings: Daloz, Keen, Keen, Parks, *Common Fire*, ch. 4.
Sharon Daloz Parks, “It Matters How We Think,” *Big Questions, Worthy Dreams: Mentoring Young Adults in Their Search for Meaning, Purpose, & Faith* (San Francisco: Jossey Bass, 2000) Ch. 4.

Your first paper along with a Draft of your primary paper is due at the beginning of this session, Friday evening.

Saturday – May 14

9 am – Noon The Call to Creative Leadership

1:30 pm – 4 pm The Art of Adaptive Leadership

Reading: Ronald A. Heifetz and Marty Linsky, *Leadership on the Line: Staying Alive Through the Dangers of Leading*, chs. 5, 6, 7

Sunday – May 15

9 am – Noon The Call to Courageous Leadership

1:30 – 4 pm Practice, Practice, Practice

Reading: John Paul Lederach, *The Moral Imagination: The Art and Soul of Building Peace*, (New York: Oxford University Press, 2005, chs. 1 & 2, 7-11, 13 & 14.
Reading: Heifetz and Linsky, *Leadership on the Line*, chs. 8-11.

FINAL copy of your primary paper must be **mailed to Sharon Parks, postmarked by May 27 or earlier** (See mailing address on page 1 —**please do not send by e-mail or fax.**

Participant Responsibilities and Evaluation:

Attendance is expected of students and faculty. Appropriate reduction in grade will be considered if students are absent or late either to class sessions or assignment due dates.

Evaluation is necessarily a part of professional life, and to be useful it should avoid any element of shame and encourage ongoing reflection, learning, and productivity. Here evaluation will be based

on the quality of your presence and participation in the formal sessions and the two written assignments including:

- willingness to reflect upon one's own practice and to contribute to the work of the group;
- the ability to integrate the material of the course with one's own experience (case) in a manner that reflects a capacity both for broad comprehension and depth of insight in creative and constructive ways;
- the richness and clarity of the case in the written assignment as an illustration of course themes along with the appropriate use of concepts, theory, and readings;
- and the quality of writing (includes clarity and depth—and presentation such as citations indicating the sources of concepts, language, and ideas.)

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 problems, or a mental health condition) that interferes with your performance as a student in this course, you are encouraged to discuss you needs and arrange support services and/or accommodations through Disabilities Services staff in the Learning Center, Loyola 100, 206/296-5740.

Recommended Reading List:

- Heifetz, R. Grashow, A. Linsky. M. *The Practice of Adaptive Leadership: Tools, and Tactics for Changing Your Organization and the World.* Boston: Harvard Business Press, 2009.
- Parks, Sharon Daloz. *Leadership Can Be Taught: A Bold Approach for a Complex World.* Boston: Harvard Business School Press, 2005.
- Wheatley, Margaret J. *Leadership and the New Science: Discovering Order in a Chaotic World.* San Francisco: Berrett-Koehler Publishers, Inc., 1999.
- Whyte, David. *The Three Marriages: Reimagining Work, Self and Relationship.* New York, NY: Riverhead Books, 2009.