

STMM 593 LEADERSHIP IN A PLURALISTIC SOCIETY

Winter 2013

Faculty: Gloria Burgess, PhD
Office Phone: (206) 296-6934
Email: gloria@jazz-inc.com
Hunthausen Hall

Seattle University
School of Theology and Ministry
901 12th Ave., PO Box 222000
Seattle, WA 98122-1090

COURSE SCHEDULE

Session 1: January 12, 2013 9:00 am – 4:00 pm
Session 2: January 13, 2013 9:00 am – 4:00 pm
Session 3: February 1, 2013 6:00 pm – 9:00 pm
Session 4: February 2, 2013 9:00 am – 4:00 pm
Session 5: February 3, 2013 9:00 am – 4:00 pm

COURSE DESCRIPTION

As a community of co-learners, we will use individual and collaborative processes to increase our understanding of what it means and what it takes to lead well in a pluralistic society. We will explore leadership and pluralism as inseparable commitments, an opportunity to honor our own and others' spirit and humanity as we seek the common ground of respect, understanding, and possibility. We will explore pluralism as authentic, proactive engagement with ourselves and others as we intentionally seek genuine encounter, understanding, and relationship.

COURSE GOAL AND OBJECTIVES

The goal of this course is to increase our awareness and understanding of what it means and what it takes to lead well in a pluralistic environment.

The course objectives are to offer students opportunities to:

- Expand their individual awareness, while deepening their capacity to appreciatively listen as an act of leadership.
- Collaborate in a communal learning context as an invitation to learn about and practice leading in a pluralistic environment.
- Attend to and assume myriad leadership behaviors and roles, highlighting those of creative, catalyst, engaged learner, and community steward.
- Encourage their growth as leaders as a commitment to honor their own and others' spirit and humanity as we seek the common ground of respect, understanding, and possibility.
- Demonstrate their understanding of effective leadership principles by applying them in an area of practice.
- Cultivate and articulate their Theory of Practice for leading well in a pluralistic society.

LEARNING OUTCOMES

To enhance students' capacity to:

- Respectfully listen, reflect, discern, and engage with themselves and others.
- Advance their appreciation, awareness, and understanding of themselves and others in diverse leadership roles and contexts.
- Engage in reflection, spirited dialogue, and synthesis with regard to the pluralistic cultures and organizations in which they live and work.
- Demonstrate the ability to write and speak with comfort and clarity to appropriately serve and communicate with diverse stakeholders.
- Demonstrate the use of multiple intelligences in exploring and expressing diverse leadership strategies and roles.

REQUIRED BOOKS

Arrien, Angeles. *Living in Gratitude: A Journey That Will Change Your Life*. Denver: Sounds True, 2011.

Barbour, JoAnn and Gloria Burgess, Lena Falkman, and Robert McManus. *Leading in Complex Worlds*. San Francisco: International Leadership Association & Jossey-Bass/Wiley, 2012.

Hicks, Donna. *Dignity: The Essential Role It Plays in Resolving Conflict*. New Haven: Yale University Press, 2011.

Intrator, Sam and Megan Scribner. *Leading from Within: Poetry That Sustains the Courage to Lead*. San Francisco: Jossey-Bass, 2007.

Nieto, Leticia and Margot Boyer, Liz Goodwin, Garth Johnson, and Laurel Collier Smith. *Beyond Inclusion, Beyond Empowerment: A Developmental Strategy to Liberate Everyone*. Olympia: Cuetzpalin, 2010.

Wheatley, Margaret and Deborah Frieze. *Walk Out, Walk On: A Learning Journey into Communities Daring to Live the Future Now*. San Francisco: Berrett-Koehler, 2011.

COURSE PLAN

Read books in their entirety, unless otherwise noted. **You must complete your papers for Session 1 and Session 2 by January 7, 2013, and email them** to me at: gloria@jazzz-inc.com.

Session 1 Welcome: An Invitation to Hospitality

Assignments

1. Bring an artifact to class that represents an aspect of your culture that is significant to you—e.g., a photo, recipe, poem, basket, quotation, wisdom saying, book, prayer, blessing, coin, fabric, song, accessory, memento, etc.
2. Be prepared to share your artifact and its cultural significance to you with regard to how you see yourself as an intercultural leader. Your presentation should be 3-4 minutes. Address the following questions:
 - Why are you grateful for?
 - What is your cultural artifact?
 - How did it come into your possession? OR Who gave it you?

- Why is it significant for you?
 - How has it shaped your personal narrative?
 - How has it contributed to who you are as an intercultural leader?
3. Read *Living in Gratitude* (Arrien): front matter; Chapters 1-6; Chapter 8; and Epilogue.
 4. Read *Leading in Complex Worlds* (Barbour): pp. xvii-xx; Chapters 2 & 3; pp. 103-105; Chapters 7 & 10; pp. 185-187; and Chapters 11 & 13.
 5. Read *Leading from Within* (Intrator).
 6. Select:
 - Chapter 2, 10, 11, or 13 of *Leading in Complex Worlds* OR
 - A poem that is least like you from *Leading from Within*.
 7. Be prepared to share your selection with the class (5-7 minutes). In your sharing, include your poem OR chapter summary and any insights that emerged with regard to how you see yourself as an intercultural leader.
 8. Write a short (3-4 pages) paper based on your selection, addressing the four (4) questions below. Discuss any insights or epiphanies that emerged with regard to how you see yourself as an intercultural leader.
 - What surprised you?
 - What sparked your passion?
 - What challenged you?
 - What inspired you?
 9. **Email your paper** to me at gloria@jazz-inc.com **by January 7, 2013.**

Only that which is truly
one's self has the power to heal.
~ Carl Jung

Session 2 Integrity: Our Journey toward Wholeness

Assignments

1. Read *Dignity* (Hicks).
 2. Imagine yourself in conversation with the author.
 3. Write a paper (8-10 pages), addressing Hicks directly. Choose four (4) aspects of dignity discussed by the author. For each aspect, select a question below and respond to it. Use all four questions.
 - What surprised you?
 - What sparked your passion?
 - What challenged you?
 - What inspired you?
- Also, address the following questions in your paper:
- What epiphanies did you have about dignity?
 - Do you agree or disagree with Hicks regarding her approach to dignity? Why or why not?

- What three (3) questions do you have for Hicks? Why are these questions important to you at this particular time in your leadership journey?
 - How might you apply your insights in leading well in a pluralistic context? Be specific.
4. **Email your paper** to me at gloria@jazz-inc.com **by January 7, 2013.**

*The river never drinks its own water.
The tree never tastes its own fruit.
The field never consumes its own harvest.
They selflessly strive for the well-being of all those around them.
~ Mewari Proverb, India*

Session 3 **Tending the Fire Within**

Assignments

1. Read *Beyond Inclusion, Beyond Empowerment* (Nieto): front matter and all of Part One.
2. As you read this book, keep a journal, noting key ideas and concepts, your thoughts, feelings, insights, gratitudes, judgments, and any questions.
3. Complete the exercise on Power on pp. 14-15.
4. In your journal, reflect on your experience of the Power exercise.
5. In your journal, include an image—a drawing, painting, photo, or magazine clipping, etc.—that captures the essence of the Power exercise for you. Be prepared to share your image in class.
6. Review your journal, surfacing your notes about Status and Rank.
7. Write a brief paper (4-5 pages), summarizing a time when you experienced each of the following:
 - High Status (one paragraph).
 - Low Status (one paragraph).
 - Rank in a way that benefited you (one paragraph).
 - Rank in a way that oppressed or limited you (one paragraph).
 Also, address the following questions in your paper:
 - What surprised you?
 - What sparked your passion?
 - What challenged you?
 - What inspired you?
 - In what significant ways does Nieto’s work differ from other approaches to leadership, pluralism, and social analysis?
 - What epiphanies or new insights did you have?
 - What are you grateful for?
8. **Email your paper** to me at gloria@jazz-inc.com **by January 28, 2013.**

We came to call the experiences that shape leaders “crucibles,” after the vessels medieval alchemists used in their attempts to turn base metals into gold. For the leaders..., the crucible experience was a trial and a test, a point of deep self-reflection that forced them to question who they were and what mattered to them. It required them to examine their values, question their assumptions, hone their judgment.

~ Warren Bennis & Robert J. Thomas

Session 4 Sitting in the Fire: The Crucible of Transformation

Assignments

1. Bring *Beyond Inclusion, Beyond Empowerment* (Nieto) to class.
2. Read *Walk Out, Walk On* (Wheatley): front matter; Part 1 and four (4) chapters of your choice in Part II.
3. Create a Genuine Encounter Map (GEM), capturing the essence of two (2) crucible experiences that have shaped your view of leadership and pluralism. Instructions for this assignment will be given to you in Session 2.

Session 5 Legacy: Passing Your Blessings On

Assignments

1. Read *Walk Out, Walk On* (Wheatley): Part III and pp.230-244.
2. Write and articulate your Theory of Practice regarding leading well in a pluralistic society. Instructions for this assignment will be given to you in Session 2.

To address the emergent learning needs of the collective, the course content is subject to change at the discretion of the instructor.

ASSESSMENT AND EVALUATION

Assessment of student learning outcomes is an integral part of life-long learning. It promotes a culture of ongoing reflection and meaningful, effective practice. Students will be evaluated on the basis of their active and deliberate participation during course sessions; timely submission of clear, cogent written assignments; and engaging and instructive oral presentations. Students are expected to behave as leaders, reflect on their own practice of transformational leadership, and contribute to the holistic formation of the collective.

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 assignments = 50%.

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

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 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 and full presence is expected of students and faculty. Appropriate reduction in grade will be considered if students are absent or tardy to class sessions and online discussions.

Deadlines

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