

Seattle University
School of Theology and Ministry
STML 569 Integration of Transformational Leadership for Justice (1)
Winter 2014
Wednesdays (1:30 pm – 4:20 pm)

FACULTY

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COURSE DESCRIPTION (SU Graduate Bulletin)

This capstone course will engage students in contextual mentoring relationships. It includes coaching for excellence and offers an opportunity to integrate knowledge bases, skills, and onsite practices. It requires year-long participation in leadership internship, coaching, classroom-based instruction, 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. Prerequisites: STML 561 and STML 554 (or STMM 553)

GOAL

- To develop more fully participants' capacity to serve as effective transformational leaders.

MATL STUDENT LEARNING OUTCOMES

- *Meaning-making:* To demonstrate a reflective capacity for analyzing and articulating personal spirituality and "meaning-making" influences and structures and their impact on leadership ideals, goals, and methodologies.
- *Critical Thinking:* To think critically about the impact and role of religious organizations, spiritual movements and spiritually-inspired insights and worldviews in public discourse, and their impact and role in the development of leadership theory and practice.
- *Engaging Reflective Discussion:* To engage others effectively in reflective discussion on the structures of meaning that define their lives and the organizations and culture(s) in which they live, particularly using concepts and languages in multiple intelligences, and a variety of teaching-learning and leadership theories.

SU GRADUATE STUDENT LEARNING OUTCOMES (addressed by this course sequence)

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

REQUIRED BOOKS

- Barrett, Frank. *Yes to Mess: Surprising Leadership Lessons from Jazz*. Boston: Harvard Business Review Press, 2012.
- Bolman, Lee G. and Terrence E. Deal. *Reframing Organizations: Artistry, Choice, and Leadership*. San Francisco: Jossey-Bass, John Wiley and Sons, 2013.

- De Rond, Mark. *There Is an I in Team: What Elite Athletes and Coaches Really Know about High Performance*. Boston: Harvard Business Review Press, 2012.

PROVISIONARY 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.

	Date	Topic	Reading	Written Assignment
Session 1	January 8	Setting the stage Gathering of course facilitators, participants, and mentors—		
Session 2	January 15	“You lead who you are.”	Bolman and Deal (B/D); Preface Part 1	
Session 3	January 22	Structural Frame	B/D Part 2	Critical reflection on your interview with a leader (5%). Bring hardcopy to class
Session 4	January 29	Human Resource Frame	B/D Part 3	Case Study 1 (5%) Send by email
Session 5	February 5	Political Frame	B/D Part 4	
Session 6	February 12	Symbolic Frame	B/D Part 5	
Session 7	February 19	Independent study, internship, and coaching NO CLASS SESSION	Barrett	Case Study 2 (5%) Send by email
Session 8	February 26	Leadership Lessons from Jazz	De Rond	
Session 9	March 5	Leadership Lessons from Sports and Performance	B/D Part 6	Preliminary Synthesis Project (submit hardcopy) and Presentation I (25%)
Session 10	March 12	Leadership Lessons from the “Person-in-relationship who Leads.”		Presentation Part II Self-Evaluation email due on March 14*

ASSESSMENT AND EVALUATION

Assessment of student learning outcomes (both formative and summative) 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: (a) attendance and active participation in all sessions; (b) creative and instructive public presentations/engagement; (c) timely submission of written assignments; (d) successful completion of reading assignments, and (e) fulfillment of internship requirements. Therefore, a corresponding grade deduction will be applied in case of tardiness, absence, late submission of written requirements, and non-completion of reading assignments.

A straight grading scale will be used to evaluate course work:
95 – 100 (A) 90 – 94 (A-) 87 – 89 (B+) 83 – 86 (B)...

- Attendance, collaborative presence, and active participation in class (40%)
- Satisfactory completion of required reading (20%)
- Written assignments (40%)

Students who earn a “B” demonstrate satisfactory completion of all course requirements. An “A” grade denotes a student’s superior grasp of course materials and critical engagement of theory and practice, thereby integrating one’s identity and vision of leadership. Through creative presentations and small group processes participants will: (a) provide a “thick description” of their leadership context; (b) explore feelings, images, and insights grounded in practice; (c) critically engage with various cultural resources and spiritual traditions; and (d) propose a reimagined or reframed praxis for transformation.

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

- ***By 5:00pm on Friday 14 March, please send instructor an email to (a) indicate your successful completion of all required course readings and (b) assess your over-all participation in the course*.***

ACADEMIC POLICIES ACADEMIC POLICIES

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.

University Resources and Policies

Academic Resources

- Library and Learning Commons (<http://www.seattleu.edu/learningcommons/>)
(This includes: Learning Assistance Programs, Research [Library] Services, Writing Center, and Math Lab)
- Academic Integrity Tutorial (found on Angel and SU Online)

Academic Policies on Registrar website (<https://www.seattleu.edu/registrar/academics/performance/>)

- Academic Integrity Policy
- Academic Grading Grievance Policy
- Professional Conduct Policy (only for those professional programs to which it applies)

Notice for students concerning 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 arrange support services and/or accommodations through Disabilities Services staff located in Loyola 100, (206) 296-5740. Disability-based adjustments to course expectations can be arranged only through this process.

FULL ENGAGEMENT IN THE FOLLOWING MATL PROGRAM COMPONENTS IS REQUIRED TO COMPLETE THIS COURSE:

• **INTERNSHIP**

Please refer to *Integration of Transformational Leadership for Justice Internship Manual*, and contact Dr. Gloria Burgess, STM Coordinator of Contextual Education, for internship program and placement questions.

• **COACHING**

Please contact Dr. Marianne LaBarre at mlabarre@seattleu.edu STM provides five (5) coaching sessions from January to June 2014 free of charge, as part of the MATL program.