

**STML 561 Transformational Leadership  
Syllabus Fall 2009  
REVISED 9/11/09**

**Faculty:**

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Dr. Sharon Daloz Parks  
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Dr. Callahan will be responsible for the course. Dr. Parks will present three days of material and interact with the students during those days. Dr. Callahan will receive all papers, case studies, and reports and assign grades.

**Goal:** To introduce concepts and practices of transformational leadership

**Objectives for faculty:**

- To assist students in intentionally and creatively addressing their growth as leaders;
- To offer students the opportunity for communal reflection on role as leader
- To encourage and support growth of students as change agents and leaders communities acting for the common good.

**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 and spirituality, and their ideals and goals for leadership.
- Demonstrate an ability to lead groups through processes of transformation and change.
- Demonstrate a capacity to write appropriately to serve the people to whom they are accountable.

**Course Description:**

This course considers the development of leadership theory, examines elements of transformational leadership, and explores how transformational leaders move people, groups and organizations toward change. J. M. Burns' definition provides the baseline for understanding leadership as the 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 on various levels of influence.

**Course Meeting times:** All participants will take part with the Pastoral Leadership Cohort on these days: September 30, November 10 and 11. Each of these days will extend from 8:30am to

5:00pm. There is a separate syllabus for assignments for those days. The faculty who will teach those days is Dr. Sharon Daloz Parks, an expert in this field.

**The MATL group will meet additionally:** Wed. Sept. 23 from 1:30-4:20pm, Friday, October 16 from 6-9pm and Wed., Dec. 2 from 1:30-4:30 pm. These are scheduled so that we keep Wednesday more or less constant, with a single Friday night preceding your all day Saturday meeting on October 17 for Marianne LaBarre's class in Leadership and Culture. I am open to negotiating these dates, but have many limitations.

**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.

Julie Otsuka, *When the Emperor Was Divine.* NY: Knopf, 2000.

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, 5, 6, 7.

Wheatley, Margaret J. *Leadership and the New Science: Discovering Order in a Chaotic World.* San Francisco: Berrett-Koehler Publishers, Inc., 1999.

Articles have also been sent previously:

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.

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.

This course combines the work of two faculty and two groups. It will require attention to the processes, readings, interaction between peers, and conversation with leaders from a variety of contexts. Hopefully, it further provides a forum in which to explore the changing context in which leadership must now work and the implications for the practice of the art of leadership, within and beyond your organizational role. 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. Within the work in the Pastoral Leadership cohort, Dr. Parks will provide 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 pastoral 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 the range of choice

Dr. Callahan will augment the experiences with further reflection, case study, and interaction. Throughout the course, participants will do our work through a combination of lecture/presentation, conversation and discussion, video, readings, reflection and writing during class time, and case analysis (both in class and written).

### **Participation in the Pastoral Leadership component Course Requirements and Deadlines:**

The cases used 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. You are encouraged, therefore, to **identify a case of your own leadership failure prior to the second session of the Pastoral Leadership participation, Tuesday, Nov. 10th.** During the last two sessions (Nov. 11), you will have opportunity to work with your case, using the resources of the course, including consultation with your other participant-colleagues.

Participants in the STML course will further interview a leader you admire and post your observations using the Angel website tool. Participants will respond to each other about the styles of leadership encountered and the strengths and limitations inherent in the styles.

### **Description of Written Assignments:**

- A.) Log on and indicate you are “here”. Try to log on by Sept. 23, so you can address issues that may arise due to Internet compatibility, your user name and password. These issues are to be addressed with the Helpdesk on SU campus. This site should be available by Sept. 15.**

#### **How to Access Angel**

1. go to <http://angel.seattleu.edu/>
2. Go to “favorites” on your internet bar and add this page to your “favorites.”
3. To log on to angel, use your Seattle University email address without the @seattleu.edu  
For example, I am [scal@seattleu.edu](mailto:scal@seattleu.edu). I log in as user: scal
4. Enter your password as you do to access the Seattle University accounts you have. If you have trouble remembering your password, or if it has expired since you last used it, you need to call the Seattle University helpdesk to get assistance. 206-296-5571 or email them at [helpdesk@seattleu.edu](mailto:helpdesk@seattleu.edu) .  
Once you are logged in, you will be given a choice of classes to which you are enrolled and also using angel. I am assuming that you will only see “Fostering Communities of Faith” at this time.
5. Click on the course, and you will find a “map” on the left column. Go ahead and play around with the site a bit. I’ll be showing everyone how to use this during our first weekend.
6. If you find the discussion forums, and see the title “Sign-In” go ahead and post a greeting for everyone.

- B.) Your first written assignment is limited to 2-3 pages. After Sept. 30, you will be invited to walk the landscape—the geography—of “your location”—four or more square blocks of the *place* where your leadership is centered. You will be asked to describe how you see and know your place—past, present, and future. (You will be given further guidelines by Dr. Parks about this paper.) **This paper is due on November, 10<sup>th</sup>** and is to be posted on Angel.(10%)
- C.) Post observations about leadership based on **interview of a leader by 5pm PST Nov. 17.** Post on the Angel your summary of an interview you conducted with a leader you admire. Interview a leader. Look for someone who might offer you a perspective on organizational leadership that you may not have. You need spend only an hour with a leader- more if you like. Summarize your observations, understandings, and insights. Post a three- five paragraph reflection on the implications for you as leader. You might include reflection on questions such as: How do you define yourself as leader? What are some of the implications of mission, change, conflict, effectiveness,etc., on your leadership style with your gifts and limits? What questions arise as you ponder the experience of the interview combined with the reading, your class experiences, and your reflection on your own experience? How do the insights of the interview relate to the reading and the discussion in the class?(15%)
- D.)**Read others’ postings and respond** (about two paragraphs) to each person’s 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. (15%) **Post by 5pm PST Nov. 30.**
- E.)**Your final paper reflects** on your own practice of leadership and demonstrates your understanding and use of the concepts and perspectives presented in class and in the readings for this module. Your 8-10 page paper (double-spaced, 8-1/2” x 11”) should include the following elements:
- **A basic description** of the issue/challenge to leadership you identified in your case study (maximum of 2 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. Relying on the readings assigned, class discussions, and other insights from previous experience and leadership education.** You will receive additional guidelines for this assignment during the Oct. 16 class session. **This paper is due at the end of class on December 2.** (40%)

Participation in all activities: class, interviews, angel exchanges, and reflective written work demonstrates core leadership attributes. Your considered and reflective participation constitutes 20% of the class effort.

**Schedule:**

<b>Session 1</b>	<b>Wednesday, Sept. 23</b>	<b>1:30-4:30pm</b>
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*Gather as MATL class. Introductions. Beginning theories of leadership. Clarify processes, explore syllabus and make amendments as needed.*

<b>Session 2</b>	<b>Wednesday, September 30</b>	<b>9:00 am – 5:00 pm</b>
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MATL students will join PLP students with Dr. Sharon Daloz Parks

\* *Gathering time for community building, 8:30 am –9:00.*

9:00 – 10:00	Part I – The Power of the Wild Idea
10:00 – 10:15	Pause
10:15 – 12 Noon	Part II – The Power of Big Enough Questions
12 Noon – 1:15	Pause and Lunch
1:15 – 2:45	Part III – The Power of Place
2:45 – 3:00	Pause
3:00 – 5:00	Part IV – The Power of Place

**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.

Julie Otsuka, *When the Emperor Was Divine*. New York: Knopf, 2000.

<b>Session 3</b>	<b>Friday, October 16</b>	<b>6:00-9:00pm</b>
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Wheatley, Margaret J. *Leadership and the New Science: Discovering Order in a Chaotic World*. San Francisco: Berrett-Koehler Publishers, Inc., 1999.

Explore insights from leadership and new sciences. Examine how these insights impact leadership styles and practices in a variety of fields. Reflect on impact of key concepts on future leadership opportunities.

<b>Session 4</b>	<b>Tuesday, November 10</b>	<b>8:30 am – 5:00 pm</b>
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\* *Gathering time for community building, 8:00 am – 8:30 am.*

8:30 - 8:45	Gathering and Preparations
8:45 - 10:15	Session I – The Power of Context and Purpose
10:15 -10:30	Pause
10:30 -11:45	Session II – The Power of Authority & Leadership
11:45 - 2:00	Pause and Lunch
2:00 - 3:30	Session III - Case Presentations and Initial Analysis

3:30 - 3:50                   Pause  
 3:50 - 5:00                   Session IV – The Power of Formation: Trust and Agency

**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 & 2 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), chs. 1 & 5.

<b>Session 5</b>	<b>Wednesday, November 11</b>	<b>8:30 am – 5:00 pm</b>
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\* *Gathering time for community building, 8:00 am – 8:30 am.*

8:45 - 10:15                   Session VI – The Power of Mentor in Faith Development  
 10:15 - 10:30                   Pause  
 10:30 – 12:00                   Session VII – The Power of Encounters with Otherness  
 12:00 - 1:30                   Pause and Lunch  
 1:30 - 2:30                    Session VIII – The Power of Systems - Case Presentation  
 2:30 - 2:45                    Pause  
 2:45 - 4:15                    Session IX – The Power of Imagination/Creation  
 4:15 - 4:30                    Pause  
 4:30 - 5:00                    Session X – The Power of Spirit

**Readings:** Daloz, Keen, Keen, Parks, *Common Fire*, chs. 3 & 4. Heifetz & Linsky, *Leadership on the Line*, chs. 6 & 7.

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.

<b>Session 6</b>	<b>Wednesday, December 2</b>	<b>1:30-4:40pm</b>
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Final case presentations, considering how leading change impacts leaders/ groups.  
 Incorporating insights from analysis into leading process.

**Grading:**

This course in leadership assumes that pastoral leaders act out of an interior space. Thus participants will demonstrate self-reflection as well as incorporate input from the e course faculty 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, 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.

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. Appropriate reduction in grade will be considered if students are absent or tardy to either class sessions, online discussions, or class assignments. (Participation is 20% 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.