STML 561 Transformational Leadership
Syllabus Spring 2012
REVISED

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HH 212

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 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:

March 24 and 25, 9am-4pm (1 hour lunch noon – 1pm)
May 4, 6-9pm
May 5 and 6, 9am-4pm (1 hour lunch noon – 1pm)

Required reading:

Arrien, Angeles. *The Four Fold Way*. New York: Harper Collins, 1993.
Block, Peter. *Community. The Structure of Belonging*. San Francisco: Berrett-Koehler, 2009.
Gardner, Howard. *Five Minds for the Future.* Boston, MA: Harvard Business, 2008.
Heifetz, Ronald A. and Marty Linsky, *The Practice of Adaptive Leadership* (Boston, MA: Harvard Business School Press, 2009.
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.

Law, Eric. *Inclusion.* Atlanta: Chalice P, 2000.
Wheatley, Margaret J. *Leadership and the New Science.* San Francisco: Berrett-Koehler, Inc., 1992.

Description of Written Assignments:

A.) Log on to the Angel course management system and indicate you are "here". **Try to log on by March 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. The Angel site should be available by March 20. (5%) 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. 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 .
   Once you are logged in, you will be given a choice of classes in which you are enrolled and are also using angel. I am assuming that you will only see "Transformational Leadership" 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. Find the discussion forums, and see the title "Sign-In" go ahead and post a greeting for everyone.

B.) **CASE STUDY**: Write a three-page (no more) description of a leadership venture in which you, as leader, failed to achieve what you hoped. Disguise names for the sake of confidentiality, but be as specific about the vision, the steps you led, the resistance the organization offered, the failure. Choose something that you are willing for the class to use together to learn about leadership. The cases used during the second weekend 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. **Submit on March 25, by 9am**. (10%)

C.) **Post observations** about leadership based on **interview of a leader by 5pm PST April 15.** Post on the Angel your summary of an interview you conducted with a leader you admire. (20%)
This requires several steps:

1.) Interview a leader. Look for someone who might offer you a perspective on organizational leadership that you may not have.
2.) Spend at least an hour with a leader- more if you like and the leader can accommodate. Prepare your questions before the meeting. Look specifically at the texts by Wheatley, Block, and Gardner to help frame questions related to our studies.
3.) Summarize your observations, understandings, and insights. Post a three-page summary related to the implications this interviewee posed for you as leader. See the Interview outline and helps posted for you on the Angel site. Questions that might be asked and reflected in your paper: 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?

D.)**Read others' postings and respond** (about five paragraphs) to two persons' postings 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. It should be directed to the person, not a third party for a grade. See the rubric on the Angel site that will be used to evaluate the postings. (10%) **Post by 5pm PST May 1.**

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 course. Your 8-10 page paper (double-spaced, 8-1/2" x 11", times new roman, 12) should include the following elements:

- **A basic description** of the issue/challenge to leadership you identified in your leadership failure case study submitted at the beginning of class. (maximum of 2 pages)
- **A thoughtful analysis of the case, using key concepts** from the course that are relevant to your case (leadership failure 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. This paper is due in Dr. Callahan's box **by May 24, 2012.** (25%)

F.) **A Grade Rationale** that articulates your understanding of what grade you believe you have earned this quarter. Please address the learning outcomes of the class as well as your fulfillment of the requirements. This is due with your final paper on **May 24, 2012**. (5%)

Other Assignments:
Consistent, Active and Reflective participation in your small group during class sessions as well as the larger class discussions and the Angel response opportunities. This includes

preparation for each learning session, as well as claiming responsibility for your contribution as a member. Conflict negotiation, progression to deeper levels, and participation in discussion topics are some of the contributions you make to any group. You are expected to be on time for every class session and in submitting every assignment. Late participation will result in grade reduction. Your journaling will assist you in reflecting on your contribution both to your small group and to the large group that is the class. Your participation in the threaded discussion using Angel will offer both you and your peers the opportunity to explore the material in the readings and in the class presentations. Participation is not measured by how much air you consume in the class, rather it is a combination of focused contribution, openness to others points of view, respectful listening, use of interpersonal communication skills and pastoral care skills, attention to transforming conflict, and attentive reading and synthesizing. Dr. Callahan will encourage all people to claim their voice during the class sessions and will monitor the amount of voice expressed by any single student. She encourages participants in the class to do the same. (30%)

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 course faculty and 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.

I will post rubrics for all written work on the Angel website. I use the rubrics to return comments to you, and to help you know what you have covered in an assignment and what you have omitted. I strongly encourage you to look at the rubrics before submitting work. The rubrics clearly define assessment criteria of your work.

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.

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

Assignment	Grade %	Due Dates
Log onto Angel	1%	March 20
Case Study - Leadership Failure	10%	March 25
Interview	15%	April 15
#1 Response to Interview	10%	May 1
#2 Response to Interview	10%	May 1
Grade Rationale	5%	May 24
Final Paper	10%	May 24
Participation	30%	
Total	101%	

JOURNALING QUESTIONS:

The same four questions are intended to guide your reflection for the entire quarter. These are intended to help develop a habit of reflection on your skills, your body, your gifts and your growth areas in a group. All leadership is done in groups.

These questions are not intended to limit, rather they are proposed as "pump primer". You may wish to use both your class experience and other experiences. Please feel free to do so. It is hoped that over the course you will be able to read your responses to discover growth, continuing themes, and insights.

Each time you write, take time to breathe and to center yourself. Image the group you are considering. Image yourself in that group. Try to create the scene through your senses, identifying sights, sounds, and smells (what were people wearing? what did you see in your space? how did the room smell? what noises did you notice? how did people's voices sound?, etc.) As you replay the group, tune into your own body responses to the discussion or the meeting. Replay the entire event. When did you feel relaxed? tense? anxious? confident? angry? hopeful? excited? etc. Try to listen to your remembered body responses as your replay the group time in your imagination. If you are experiencing some resistance to the group, the course, a particular person, a work situation, let yourself enter into dialogue with that resistance, resistance can often be a signal of a growth area.

Begin to write on these questions:

1. What did I experience as energizing/life-giving in this group/ meeting/ class?
2. What did I experience as de-energizing/ life-draining in this group/ meeting/ class?
3. What specifically made the experience life-giving. . . life-draining?
4. In what specific way did each experience affirm me? invite me to grow?

You may find it helpful to review your responses when you write your final paper.

Schedule:

FOR WEEKEND ONE:

Read all: *Arrien, The Four-Fold Way*
Block, Community
Gardner, 5 Minds for the Future
Law, Inclusion

Session 1	***Saturday, March 24***	***9:00am-noon***
	LEADING COMMUNITIES	

Turn In: *Student Survey (at end of syllabus)*
Convening, Acknowledging and forming communities of learners

Session 2	***Saturday, March 24***	***1:00-4:00pm***
	LEADING COMMUNITIES	

Identifying differences within groups that work together for common purpose

Session 3	***Sunday, March 25***	***9:00am- noon***
	LEADING COMMUNITIES	

Turn in; *Case Study- Leadership Failure*
Inclusion and Exclusion- forming and leading diverse teams and organizations

Session 4	***Sunday, March 25***	***9:00am-noon***
	LEADING COMMUNITIES	

Meeting folks who lead diverse groups toward common goals

BY WEEKEND TWO:

READ ALL:

Daloz, Keen, Keen, Parks, *Common Fire*
Heifetz & Linsky, *The Art of Adaptive Leadership*,
Wheatley, Margaret J. *Leadership and the New Science*.

Session 5	***Friday, May 4*** ***Leading Adaptive Change***	***6:00-9:00pm***

Session 6	***Saturday, May 5*** ***Leading Adaptive Change*** ***Case Studies***	***9:00am-noon***

Session 7	***Saturday, May 5*** ***Leading Adaptive Change*** ***Case Studies***	***1:00-4:00pm***

Session 8	***Sunday, May 6*** ***Leading Adaptive Change*** ***Case Studies***	***9:00am-noon***

Session 9	***Sunday, May 6*** ***Leading Adaptive Change*** ***Case Studies***	***1:00-4:00pm***

STUDENT SURVEY

Please complete and hand in at the first class session

Name:_____ Degree Program_____

1. What is your most effective communication skill? _____

2. How do you know this is true? _____

3. What I hope to get out of this class is _____

_____

4. One specific skill I want to learn/hone is: _____

_____

5. One thing I am anxious about or afraid of (regarding this class) is _____

_____

6. My leadership experiences include: _____

_____

7. I hope to lead: _____

_____

8. What values do you bring to your leadership? Please mention why these values are important to you_____

_____

_____

9. What do you most want me to know about you as we begin this course?_____

_____

_____

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