

## WS 619: Leading With Spirit: Transforming Leadership for Social Change

Instructor: Susan Fowler, PhD Email: [susan.fowler@ava.yale.edu](mailto:susan.fowler@ava.yale.edu) Phone: (203) 868-9829

### Course Description

We live in challenging times. Changes in our country's economic, moral and cultural landscapes have impacted individuals and communities in ways that have sapped physical and economic resources, demoralized spirits, and fractured the social bonds that order civic life based on the common good, community needs and a commitment to life-giving values.

It is clear that the traditional model of technical ("fix-it") leadership is not enough in addressing these challenges. Today's leaders are called to reconceptualize their work: to create new ways of learning, leading and working that empower those they serve to become leaders themselves.

This kind of leadership requires courage, conviction and compassion that arise from a place deep within oneself. This course offers those in leadership positions the opportunity to examine their lives and work: to take time for spiritual deepening, to build transformational leadership skills and consider practical application of what transforming leadership arising from a core of spiritual groundedness might look like.

**Learning Goal:** *Transformational leaders who are equipped to support, inspire and empower those they lead through the practice of values-based, collaborative leadership.*

**Learning Objectives:** This course uses a two-part strategy grounded in the principles of liberating education and an action-reflection model of praxis that is experiential, reflective and adaptive. By the end of the course you will have:

- Discovered the roots of your call to leadership by exploring theoretical and theological concepts of vocation and values, identity and giftedness.
- Informed your understanding of transformational, servant and prophetic leadership concepts and styles.
- Built upon this understand and strengthened your leadership capacities by engaging in experiential exercises designed to build practical leadership skills.
- Considered ways in which their practical application can empower others and open new possibilities for organizational, structural, and systemic transformation.

### Learning Strategies:

**Theory:** exploring theological concepts of vocation and identity, theoretical models of leadership, and moral and ethical considerations of leadership.

**Praxis: action.** engaging in experiential exercises designed to build practical leadership skills.

**Praxis: reflection.** considering possibilities for how your leadership practice can be developed in the context of personal and systemic situations.

### Required Texts:

Abrams, Stacy. *Minority Leadership*. New York, Macmillan Co. 2018

ISBN: 9781250191298. Available in paper, audio CD, or ebook.

Brueggemann, W. *The Prophetic Imagination. 2nd Ed.* Minneapolis, MN. Augsburg Fortress  
Heifetz, Ronald and Marty Linsky *Leadership on the Line.* Boston MA.

Harvard Business School Press. (2017 edition will be coming out after the new year.

If you are not able to obtain it, use the 2002 edition.) ISBN:9781578514373

Pearson, Carol. Ed. *The Transforming Leader: New Approaches to Leadership for the 21<sup>st</sup> C.*

San Francisco, Barrett Koehler Publishers.2012 or [www.Ingrampublishingservice.com](http://www.Ingrampublishingservice.com)

ISBN 978-1-60994-120-8 (ebook); ISBN 978609941208 (Paper)

Selected articles in Canvas.

**Recommended (not required,** but interesting if you wish to go deeper)

Bridges, William. *Transitions.* 2nd ed. Cambridge, MA Perseus Books. 2004

### **Assessment expectations and percentages of grade.**

*Discussion Board assignments: 60%*

*Final Paper: 40%* (specific guidelines will be forthcoming toward end of term.)

**Note:** You may also consult Hartford Seminary Research Paper Guidelines found at

<http://www.hartsem.edu/current-students/student-writing-resources/>

### **Assignment due dates:**

All modules open on previous Friday before the next week's module starts. Your Discussion Board posts are due the following Wednesday by 5pm. Responses to your peers are due by Friday 5pm.

### **Attendance Policy**

This course is asynchronous – i.e. you do not have to log on at a particular time to do assignments, although you do have a firm submission date for them (see above). If you are unable to submit on time, please communicate that to me in advance.

**Office hours:** by appointment, via email or phone.

### **A Note about Plagiarism**

In all assignments, it is assumed that what is submitted is the student's own original work. Plagiarism is strictly forbidden. As described in the Hartford Seminary General Guidelines for a Research Paper, plagiarism occurs when students "submit another person's work, lift paragraphs, sentences, or even a choice phrase from another writer, or make use of another person's ideas (even if the student puts these ideas in his/her own words) without acknowledging the source."

A related kind of dishonesty is to resubmit a paper which was done for a different course, even if it is the student's own work. These practices are not permitted at Hartford Seminary. They will be reported to the Dean's Office and may result in disciplinary action. If a paper is found to contain plagiarism, the minimum penalty will be failing that assignment, with no opportunity to rewrite.

**Resources:** further information on this policy can be found at:

<http://www.hartsem.edu/current-students/student-handbook>

**Further information** about questions, concerns, re: academic and other policies are listed at

<http://www.hartsem.edu/current-students/policies/>.

## COURSE SYLLABUS Spring 2019

### PART I TEXT A DIFFERENT STARTING POINT

#### Week One: Story and Connection; Vocation and Desire

Objectives: To learn about the course, ourselves and each other.

To explore the question: How and to what does the Holy One call me?

Readings: Haughey, "Three Conversions Embedded in Personal Calling" (PDF)

Hermansen, "Islamic Concepts of Vocation" (PDF)

Gardiner, J. Quiet Presence: the Holy Ground of Leadership (Ch.10, Spears)

Jaworski, J. "Destiny and the Leader" (Ch.22, Spears)

In Class: Lifemaps Worksheet

### PART II CONTEXT A DIFFERENT MODEL FOR LEARNING

#### Week Two: Spirituality and Transformational Leadership

Objectives: to create a foundation for transformational leadership based on the values and worldviews of the world's five major religious traditions.

Readings: Kriger and Send, "Leadership with inner meaning: a contingency theory of leadership based on the worldviews of five religions." (PDF)

Fry, L. "Toward a Paradigm of Spiritual Leadership" (PDF)

Dent, "Transformational Leadership: a review of definitions" (PDF)

#### Week Three: Leading Authentically: Framing Values and Moral Practice

Objective: to explore values as the starting point for leadership practice.

Readings: Kouzes and Posner, Parts 1-3;

Reave, Spiritual Values and Practices Related to Leadership Effectiveness (PDF)

Michie, Values and leadership Authority (PDF)

Bass and Steidlmeier, Ethics, Character and Authentic Transformational Leadership Behavior (PDF)

Bass, B. The Ethics of Transformative Leadership (PDF)

Burns, Transformational Leadership: The power of values (PDF)

In class: Credo Worksheet

#### Week Four: Models of Leadership I: Servant Leadership

Objective: to learn about concepts and practice of servant leadership in secular (corporate) and spiritual traditions.

to reflect on the soul of the servant leader.

Readings : Spears, Part One Service (pp.1-79)

McCullum, The Inside Out Proposition (ch29 in Spears)

Schuster, Servants, Egos and Shoeshines (Ch23 in Spears)

John: 13:1-17 (New Revised Standard Version of Bible)

In class: Worksheet on Greenleaf/servant leadership

#### Week Five: Models of Leadership II: Prophetic Leadership and the Dominant Culture

Objectives: to understand the dominant culture as the milieu for prophetic leadership

To explore the characteristics, tasks and dangers of prophetic leadership

Readings: Breuggemann, The Prophetic Imagination  
Heifetz and Linsky, Part I: the Challenge

Kouzes and Posner, Part 3

In class: Worksheet on H/L threats to leadership

Week 6 Mar 16 The Shadow Side of Leadership

Objective: to explore the challenges, hungers and temptations of the shadow aspects of leadership and to claim the gifts of the Golden Shadow.

Readings: Palmer, P. Leading from Within (Ch 16 in Spears)

Zweig and Arons, "Meeting the Shadow" (PDF)

In class: worksheet on personal shadow in leadership

### Part III PRAXIS A DIFFERENT MODEL FOR LEADING

Mar 23 Leadership without easy answers

Objective: to learn about discernment and develop the capacity to use discernment tools as a personal practice and professional resource for others.

Readings: Heifetz/ Linsky, Part II;

Fowler, Discernment (PDF)

Clearness Committees (PDF)

Apr 6 Building community and collaborating for change

Objective: To reflect on builders and blockers of community and develop a stance that a values-based transformational leader might take relative to them.

Readings: Kouzes and Posner, Parts 4, 5 and 6;

Fowler, Radical Hospitality (PDF)

Apr 13 Power analysis: Power and the moral challenges to the dominant culture

Objective: to explore the question of how power functions in the dominant culture and to learn to draw on sources of values-based power to transform relationships and social structures and institutions.

Readings: Loomer, B. Two conceptions of power <http://www.religion-online.org>

Ciulla, The Moral Challenges of Power and Self- Interest (PDF)

Apr 20 Race, Class and Privilege: Analysis and Application

Objective: to develop common language and understanding around which to have the conversation, and to examine and analyze how these operate in our own communities.

Readings: New York Times Class Matters. Intro and Ch. 1 (PDF)

Leiderman, S and M Potapchuk, Flipping the Script: White Privilege and Community Building. Ch. 4 -6 (PDF)

Lawrence, K. Aspen Institute: "Structural Racism and Community Building"(PDF)

Apr 27 Leadership for social transformation

Objectives: to explore the multilevel architecture producing structural equality and develop responses to the questions: What is? What ought to be? How do we structure the world to reflect a vision of peace, justice and compassion?

Readings: Wheatley, M “What is our Work?” (Ch 30 Spears); Kouzes & Posner, Part 7

McCollum, J. “The Inside out Proposition” (Ch. 29 Spears)

Held, Virginia. “Justice, Utility and Care” from The Ethics of Care:

Personal, Political and Global. Pp.58-75; 177-179. (PDF)

Recommended: Kouzes and Posner, Parts 5 and 6

May 4 Burning Bright without burning out: leadership for the long haul

Objectives: to reflect on the pressures and invitations of leadership, to explore its personal cost and to encourage a practice of self-care.

Readings: Heifetz and Linsky, Ch. 10 -12