

PT 501 Personal Foundations for PPL: Self as Leader
October 20 – 22, 2016

PURPOSE:

A leader is someone with the power to project either shadow or light upon some part of the world, and upon the lives of the people who dwell there. A leader shapes the ethos in which others must live, an ethos as light-filled as heaven or as shadowy as hell. A good leader has high awareness of the interplay of inner shadow and light, lest the act of leadership do more harm than good.

- Parker Palmer, *Let Your Life Speak*

What we offer one another emerges from within. To be accountable to one another, we must be accountable for our inner life, and how it is shared, for better or for worse, with others in all we do. When we do not know ourselves, we cannot be accountable for what we offer one another. The faithful person is a self-aware person. The effective leader has profound knowledge of the relationship between the inner life and the collective life. To develop such knowledge takes skill and practice. PT501 continues that deliberate work of becoming self-aware as an individual and in community.

This course is required for all MA-PPL and M.Div. students and is a pre-requisite for the Leadership Studio (PT651/652) and TFE2. Most students will take PT 501 to fulfill requirements of a Basic Degree such as MDIV, MATS, MA-PPL, or MA-IIS. Others may consult the Registrar.

Prerequisites: none

COMPETENCE OBJECTIVES:

PT 501 students will have an opportunity to:

- Deepen self-awareness, especially in relation to leadership
- Develop tools to support the ongoing practice of awareness
- Apply theoretical models to understanding of self
- Name areas of strength and areas of growth in the field of self as leader
- Develop appropriate vocabulary for reflecting on experience – including owning language, expanding feeling vocabulary, framing questions
- Develop a learning plan for increasing self-knowledge
- Test accuracy of self-perception
- Deepen effective and empathetic communication skills: listening, inquiry, vocabulary for feelings and thoughts, clarity of verbal communication
- Develop assertive behaviours
- Use disciplines of giving and receiving feedback
- Practice tracking own experience as distinct from group experience and content agenda and assess appropriate levels of sharing
- Learn and use self-reflexive habits

- Investigate links between vulnerability, risk, integrity, power and authority in the field of Self as Leader

Outcomes for students:

- extend capacity for assessing accuracy of self perception
- develop cohort group for mutual learning
- practice self-reflexive habits
- deepen ability to communicate assertively and effectively
- set personal learning goals and strategies for action on these
- experience non-judgemental and mutual support for others in their cohort
- connect growing self awareness with leadership and faith
- understand the difference between assertive, passive, socially compliant and aggressive behaviour including communication

FORMAT AND CONTENT:

The class is an intensive style and will be held over consecutive days.

October 20 – 22, 2016

Thursday evening 6-9pm and then Friday and Saturday from 9:30 – 4:30

Learning Style: highly participative, disciplined reflection on experience, discussion, reading, variety of journal and other right brain process, spiritual practices, and lecture.

This course is designed for education through reflective practice and experience. The course plan is based on a generative curriculum model, where content will arise from the experience of the group as a cohort as well as from the pre-determined course outline.

Assignments may include various self-reflective exercises, some blog posts, and a final project which will be due in late November. Details will be provided when the class meets.

The foundational skills developed and practiced in the course will continue to be used and applied in learning in other courses and areas of learning. A learning cohort will be established in the course, and will be encouraged to continue to be used as a reflexive learning cohort in future terms at VST. This will be a foundational learning experience to support the ongoing Studio as well as in achieving other competencies in the PPL stream.

TEXTS:

Required:

Bolz-Webber, Nadia. *Pastrix: The Cranky Beautiful Faith of a Sinner & Saint* Jericho Books, 2013

Nouwen, Henri J.M. *The Genesee Diary* New York: Double day, 1976

Palmer, Parker. *A Hidden Wholeness: The Journey Toward an Undivided Life* San Francisco: Jossey-Bass 2004

Recommended:

Armstrong, Karen. *The Spiral Staircase: My Climb Out Of Darkness* New York: Random House, 2004

Baldwin, Christina. *Storycatcher: Making Sense of our Lives through the Power and Practice of Story* Novato: New World Library, 2007

Bell, Rob. *Velvet Elvis: Repainting the Christian Faith* New York: HarperCollins, 2005

Palmer, Parker. *Let Your Life Speak: Listening for the Voice of Vocation* San Francisco: Jossey-Bass 2000

Scott, Susan. *Fierce Conversations* New York: Berkeley Publishing Group, 2004

Vanier, Jean. *Becoming Human* Toronto: House of Anansi Press, 2008

Wheatley, Margaret J. *Leadership And The New Science: Discovering Order In A Chaotic World* (3rd ed.) Berrett-Koehler 2006

Volf, Miroslav. *Exclusion and Embrace: A Theological Exploration of Identity, Otherness and Reconciliation*. Nashville: Abingdon, 1996

RESERVES:

Additional selected readings from a variety of sources available on Moodle as required

COURSE POLICIES

1. **Attendance** For an intensive course, VST requires 100% attendance. This is an intensive course and in person attendance is required.
2. **Reading and assignments** Students are expected to read all required assignments before class and to complete all assignments as outlined in the syllabus within the specified dates of the course and term.
3. **Academic honesty** Students are expected to adhere to VST's requirements for academic honesty as published in the Student Handbook.
4. **Inclusive language** In speaking and writing, inclusive language is expected when making reference to humans and a variety of metaphors are anticipated when making reference to God.
5. **Assignment and course evaluation**
All assignments and the final evaluation for this course will be graded on an "Approved/Not Approved" basis.
Every assignment in this course must receive "Approved" in order to pass the course.
6. **Late assignments**
Submission of assignments on time is a part of academic, professional and pastoral competence and a part of every course at VST. All assignments in courses are due on the dates specified in the syllabus. Failure to submit an assignment on time will be noted in the narrative evaluation of an assignment. Repeated failure to submit assignments on time may affect the final grade for the course.

7. Limitation on use of social media

Ordinarily, the use of electronic devices in the contexts of classrooms or meetings will be to support the learning, formation, or agenda at hand.

8. VST is committed to creating safe space and an inclusive learning environment. If you have a diagnosed or suspected learning disability, chronic condition, mental health concern, or physical requirement which you anticipate may impact your participation in this class, you are encouraged to discuss your needs with the instructor and the Dean within the first week of classes.

EXPECTATIONS, ASSIGNMENTS AND EVALUATIVE CRITERIA

Students will be evaluated on their engagement during class sessions especially demonstrating their readiness to participate fully, to be fully present to others in the cohort as well as to their own learning and process. Student competence in using skills introduced in the course, and timely completion of assignments will also be accounted for in final evaluation.