

 <p><b>THE CENTER FOR JUSTICE &amp; PEACEBUILDING</b></p> <p>A PROGRAM OF EASTERN Mennonite UNIVERSITY</p>	<p><b>TRANSFORMATIONAL LEADERSHIP FOR EFFECTIVE CHANGE PAX 568</b></p> <p><b>SPI 2024</b> May 13 – May 21, 2024</p> <p><i>Course meeting location and time: TBD</i></p>
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### INSTRUCTOR INFORMATION:

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 Request appointments via email

### COURSE DESCRIPTION:

Dr. Amanda Blake talks about leadership as “a process of connecting to what matters, envisioning what could be, and taking action to bring that vision to life.” (pg. 5, *Your Body is Your Brain*). What is required of us to be *transformational* leaders, to work with others to bring about a substantial change for the common good? This kind of transformational leadership requires a dual focus on developing ourselves as fully flourishing and present individuals while also leading creative and intentional organizational and social change. In this course, we will explore emergent strategy, somatic (body) intelligence, and the Appreciative Inquiry approach to organizational change through a mix of reading, experiential learning, writing, reflection, and practice. We will study and observe the interconnectedness of many forms of intelligence (nature, brain, body, and emotional) that expand the possibilities of where and how change can be imagined and created.

### COURSE GOALS AND OBJECTIVES:

- 1) To develop greater capacity for skillful actions in complex contexts through self-awareness of inner narratives, internal sensations, and emotions.
- 2) To understand and practice methods for creating safety, connection, and respect in organizations.
- 3) To understand and practice embodied leadership as a path to individual and organizational transformation.
- 4) To develop proficiency in Appreciative Inquiry, a strengths-based organizational change approach.
- 5) To understand how the transformation process works in yourself and in organizations.

### REQUIRED TEXTS AND OTHER RESOURCES:

1. **Book:** brown, adrienne maree (2017). *Emergent Strategy: Shaping Change, Changing Worlds*. Chico, CA: AK Press. ISBN 978-1-84935-260-4  
 Retail price: \$13-\$16
2. **Book:** Blake, Amanda (2018). *Your body is your brain: Leverage your somatic intelligence to find purpose, build resilience, deepen relationships and lead more powerfully*. Trokay Press, an imprint of Embright, LLC. ISBN Paperback 978-0-9993681-0-7

Retail price: \$17-\$20

3. **Book:** Cooperrider, David & Whitney, Diana. (2005). *Appreciative inquiry: A positive revolution in change*. Oakland, CA: Berrett-Koehler Publishers, Inc. ISBN-10: 1-57675-356-5

Retail price: \$6 pre-owned - \$22 new

4. Additional articles, videos, or podcasts will be posted on Moodle and/or included in the final syllabus.

### REQUIRED ASSIGNMENTS FOR 3 GRADUATE CREDITS:

- 1) **Reading/Listening, Attendance & Participation:** (14 points)

Participants will regularly be asked to share with the class their reflections on the critical themes and questions that emerge from **each** of the class readings, videos, or podcasts. Prompts will be provided to guide this synthesis and to help structure how we engage with the content.

- 2) **Thought Paper:** Prompt will be provided. (26 points)

This 6-to-8-page paper will incorporate your views on leadership and transformation (at the personal, community, and organizational levels).

- 3) **Reflection Papers:** (25 points, collectively)

You may choose 6 to 8 articles or book chapters that particularly interested you and write a reflection paper on each article or chapter. Each reflection paper should be one page in length. Additional guidelines will be posted on Moodle.

- 4) **Organizational Assessment Paper and Recorded Presentation:** (35 points)

Using either Appreciative Inquiry or Emergent Strategy, students will identify an organization or department, conduct an organizational assessment, and prepare a change plan. The paper should be 12 to 15 pages in length and the recorded presentation should be 10-15 minutes. More details will be available in the final syllabus and in Moodle.

\*Please note that **all SPI 2024 coursework is due no later than August 12, 2024, for ALL students**

### REDUCED CREDIT:

The course may also be taken for professional development or for two graduate credits.

Those taking the course for professional development are expected to be present for and engage in each class session, and are encouraged to read and reflect for a deeper learning experience.

Those taking the course for two credits will be expected to complete the "Thought Paper" and the "Reflection Papers," but will not be expected to do the final project (#4 above).

*These are brief descriptions of required graded assignments for the course. More details for each assignment can be found on the "Guidance Notes" that will be provided in class.*

### DAILY CLASS SCHEDULE:

The class will meet from 8:30 a.m. to 5 p.m. with a two-hour break for lunch (12-2 p.m.). A complete schedule will be distributed on the first day of class.

### **SPI ATTENDANCE POLICY:**

It is expected that individuals registering for an SPI session will attend the entire course (barring unforeseen travel delays or emergencies). Please contact SPI directly at [spi@emu.edu](mailto:spi@emu.edu) before registering if you know you will have to miss any days of a course. SPI certificates are provided to participants only if they miss no more than one class day unless prior arrangements have been made with the SPI team and confirmed with the instructor. For-credit participants are expected to attend all class sessions unless they are given permission from the instructor to miss a session. SPI courses rely on active student participation in a learning community. If a participant misses class repeatedly and this disrupts the learning for others, they will be asked to leave the course and no money will be refunded for remaining course time.

### **GRADING CRITERIA AND OTHER POLICIES:**

SPI provides all students taking the course for graduate credit some supplemental information that will serve as a resource after SPI when students are working on course assignments. This includes information on library resources, EMU's academic integrity policy, and guidelines for writing graduate papers, information regarding the grading scale and course deadlines, and then some suggestions we have for you in order to make your experience of taking SPI courses for graduate credit as successful as possible! These [documents](#) are all available online.