

# Lead Like Ignatius



UNCP4502.01 | Spring 2025

Monday, 5:00-6:15 p.m.

Stokes Hall South 201

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## **Course Description/Overview:**

Are you hoping to take on leadership roles once you graduate? If so, what type of leader would you like to be? St. Ignatius of Loyola, founder of the Jesuit order, provides an inspiring approach for future leaders. Identifying and applying our gifts, reflecting on our experiences, constantly seeking improvement, making sound decisions, and considering our impact on others...these are just some of the practical hallmarks of Ignatian spirituality that will be explored as we consider our personal and professional leadership. Based on a book by Chris Lowney, *Heroic Leadership: Best Practices from a 450-Year-Old Company that Changed the World*, and other selected readings, seniors in this one-credit course will discover resources and skills that will support the transition to life beyond the university.

## **Learning Goals:**

- Identify and assess past leadership experiences.
- Compare the Jesuit order's origin and mission to modern organizations/companies.
- Write a series of reflections on senior year experiences as they relate to the course curriculum.
- Practice the daily Examen, using variations of this reflective tool.
- Use Ignatian spirituality as you approach decisions during the semester.
- Create a plan for personal leadership based on Jesuit principles for leadership.
- Curate a collection of leadership, transition, and faith resources to access post-college.

## Course Modules

### Schedule - Content - Assignments:

#### **Module 1 – Week of January 13, 2025**

**Are you called to lead? Course introduction and personal assessment of leadership**

**Readings:** *Heroic Leadership* - Chapter 1 (“Of Jesuits and J.P. Morgan”) and Chapter 2 (“What Leaders Do”)

**Learning Outcome:** Identify and assess past leadership experiences.

**Assignment:** Reflect on, write, and submit a personal statement which identifies your context, experience with leadership, and goals for this course (using instructions provided on Canvas).

#### **Module 2 – Week of January 27, 2025**

**Introducing Ignatius and What Leaders Do - Defining Jesuit leadership and discovering role models**

**Readings:** *Heroic Leadership* - Chapter 3 (“The Jesuits: An Accidental Company with a Purposeful Vision”) and Chapter 4 (“Leadership Role Models”)

**Learning Outcome:** Compare the Jesuit order’s origin, mission, and role models to modern organizations/companies and leaders.

**Assignment:** Record the following in your journal and be prepared to discuss in class:

1. Select an organization or company, one you admire, and draft at least three points that indicate how this company models the Jesuit order and three points for how it differs.
2. Identify a leadership role model, one whom you admire, and draft at least three points for why you chose the individual. Then identify (you do not need to name) a leader whom you do not admire and record at least three points for why you chose this individual.

#### **Module 3 – Week of February 3, 2025**

**The Foundation for Leadership - Self Awareness - and Introduction to the Spiritual Exercises**

**Readings:** *Heroic Leadership* - Chapter 5 (“To Order One’s Life” - Self Awareness as the Foundation for Leadership) and Chapter 6 (The Spiritual Exercises - A Lifelong Development Tool)

**Learning Outcome:** Write a reflection on senior year experiences as they relate to the course curriculum.

**Assignment:** Write and submit at least a 500-word reflection/essay (using the prompt and instructions provided on Canvas) and be prepared to discuss it in class.

## **Module 4 – Week of February 10, 2025** - Class Visit with a Jesuit

### **The Examen: Life changing reflective practices**

**Readings:** *Reimagining the Examen* - Introduction and Chapter 1

**Learning Outcome:** Practice the daily Examen, using variations of this reflective tool.

**Assignment:** For the week following this class, experiment with seven different versions of the Examen (as outlined in the Thibodeaux book), one per day, and record your reflections in your journal. Be prepared to discuss your experience in class.

## **Module 5 – Week of February 17, 2025**

### **First Principle and Foundation, Generosity, *Ad Majorem Dei Gloriam (AMDG)*, *Magis* - more foundational leadership principles from the Jesuits**

**Readings:** *Principles of Ignatian Leadership* - Chapter 1 (First Principle and Foundation), Chapter 2 (Generosity), Chapter 3 (*AMDG*), Chapter 4 (*Magis*) - pages 1-8

**Learning Outcome:** Write a reflection on senior year experiences as they relate to the course curriculum.

**Assignment:** Write and submit at least a 500-word reflection/essay (using the prompt and instructions provided on Canvas) and be prepared to discuss it in class.

## **Module 6 – Week of February 24, 2025**

### **Discernment and Decision-Making: the Jesuit Approach**

**Readings:** *Principles of Ignatian Leadership* - Chapter 10 (Discernment of spirits), Chapter 11 (Consolation), Chapter 12 (Desolation) - pages 19-25

**Learning Outcome:** Use Ignatian spirituality for decision making.

**Assignment:** Identify a decision that you need to make. Apply the Jesuit approach to decision-making, using your journal to record your reflection on this decision. Be prepared to discuss your reaction to and questions on the approach in class.

## **Module 7 – Week of March 10, 2025**

### **Leadership and Ingenuity**

**Readings:** *Heroic Leadership* - Chapter 7 (“The Whole World Becomes Our House” - How Ingenuity Sparks Innovation, Creativity, and a Global Mindset)

**Learning Outcome:** 1) Identify personal strengths/talents. 2) Reflect on and assess progress towards goals for this course.

**Assignments:** 1) Complete the Clifton Strengths Assessment, print/review the reports, and be prepared to discuss them in class. 2) Schedule and complete a one-on-one check-in meeting with the professor. Suggested discussion topics and available times will be posted on Canvas.

## **Module 8 – Week of March 17, 2025**

### **Leadership and Love**

**Readings:** *Heroic Leadership* - Chapter 8 (“Refuse No Talent, Nor Any Man of Quality” - How Love Uncovers Talent and Unites Teams); *Principles of Ignatian Leadership* - Chapter 13 (Love), Chapter 14 (Love Will Decide Everything) - pages 26-29

**Learning Outcome:** Write a reflection on senior year experiences as they relate to the course curriculum.

**Assignment:** Write and submit at least a 500-word reflection/essay (using the prompt and instructions provided on Canvas) and be prepared to discuss it in class.

## **Module 9 – Week of March 24, 2025** - Class Visit with a Jesuit

### **Leadership and Heroism**

**Reading:** *Heroic Leadership* - Chapter 9 (“An Uninterrupted Life of Heroic Deeds” - How Heroic Leaders Envision the Impossible - and Do It)

**Learning Outcome:** Reflect/journal on senior year experiences as they relate to the course curriculum.

**Assignment:** Reflect and write in your journal on the prompt provided on Canvas.

## **Module 10 – Week of March 31, 2025** - Class Visit with Chris Lowney, Author of *Heroic*

### *Leadership*

### **Developing Your Leadership Style - Personal vs. Professional Leadership**

**Reading:** *Heroic Leadership* - Chapter 11 (“The Way We Do Things” - Four Core Values, but One Integrated Life)

**Learning Outcome:** Create a plan for personal leadership based on Jesuit principles for leadership.

**Assignment:** Craft a plan for personal leadership using the parameters outlined in Canvas.

## **Module 11– Week of April 7, 2025**

### **“Our Way of Proceeding”**

**Reading:** *Heroic Leadership* - Chapter 12 (Conclusion)

**Learning Outcome:** Reflect/journal on senior year experiences as they relate to the course curriculum.

**Assignment:** Reflect and write in your journal on the prompt provided on Canvas.

## **Module 12 – Week of April 14, 2025**

### **Ever to Excel**

**Learning Outcome:** Curate a collection of leadership, transition, and faith resources to access post-college.

**Assignment:** How can we support one another as leaders and in life? The class will collectively curate a database of resources to support future leadership roles, professional life, and personal faith journeys. These will be submitted to the database and presented in class. Details are provided on Canvas.

## **Module 13 – Week of April 21, 2025 (Final class will be held Tuesday, April 22)**

### **Leading Like Ignatius: Be Attentive. Be Reflective. Be Loving.**

Continuation of class presentations and course wrap up.

### **Readings/Materials/Resources:**

**Required readings:** Select chapters/readings from the following books:

- Byron, S.J., William J. and James L. Connor, S.J. - *Principles of Ignatian Leadership: A Resource for a Faith-Committed Life* (Paulist Press, 2016) - **Provided on Canvas.**
- Center for Ignatian Spirituality, Boston College - *What are we? An Introduction to Boston College and Its Jesuit and Catholic Tradition* (Boston College, 2024) - **Provided on Canvas.**
- Lowney, Chris - *Heroic Leadership: Best Practices from a 450-Year Old Company that Changed the World* (Loyola Press, 2003) - **Please purchase.**
- Thibodeaux, S.J., Mark E. - *Reimagining the Ignatian Examen* (Loyola Press, 2015) - **Please purchase.**

### **Materials:**

- Journal - **Provided.**

### **Requirements and Assessments:**

Students will be graded on the following activities and assessments. The percentage weighting for each category of assessment will be used to calculate the final grade.

#### **In-Class Contributions**

30%

- Engagement (listen, contribute, discuss, lead)
- Professionalism
- Attendance

**Reflections/Essays** (10% each) - all submitted to Canvas: 50%

- Personal Statement for Leadership (details provided on Canvas)
- Three reflections/essays using prompts and details provided on Canvas
- Plan for Personal Leadership (details provided on Canvas)

**Course Project** - Collection/database of leadership, life, and faith resources: 20%

- Your contribution(s) submitted to the database
- Your presentation on the resource(s)

### **In-Class Contributions:**

Students are expected to engage thoughtfully, respectfully, and professionally with the subject matter, course material, classmates, and the professor. Attendance in class is necessary to achieve this goal. Your in-class contributions grade will be determined by the quality of your contributions, not just the quantity. Each student is encouraged to offer thoughtful questions and commentary during class time, and must participate equally in the course group project and presentation. Additionally, I would like to also encourage everyone to be available to each other for support outside of class. In-class contributions are **30% of your grade**.

### **Reflections/Essays:**

You will be required to write a series of **two-page, double-spaced reflection/essay papers** (at least 500-words each) during the course on specific prompts. Your writing should incorporate information learned through weekly classes and the assigned reading(s), while discussing your observations and the impact of this information on your own life. Detailed instructions will be provided on Canvas for these assignments. Specifically, you will create and submit a *Personal Statement for Leadership*, a *Plan for Personal Leadership*, and 3 *additional reflections/essays* based on provided prompts. Collectively, these reflections/essays are **50% of your grade** (10% each).

### **Course Project and Presentation:**

The class will collectively create and report on a repository of leadership, life, and faith resources which will support students as they transition to life beyond the university. Detailed instructions on this Resource Database and presentation requirements are provided on Canvas. Each class member is responsible for a contribution to the database and an individual presentation. The resource contribution and presentation will account for **20% of your grade**.

## **Grading Policy:**

It is my intent to be fully transparent with students regarding learning and teaching methodology. For all assessments, I will explain the purpose of each assignment, describe the task in detail, and provide explicit grading criteria. Please contact me individually if you have further questions on the assignment, or post your question on our class Canvas "Question and

Answer” board if you believe that your question would benefit the entire class. I intend to post key course information and instructions here.

**Grading Scale:** This is a one-credit course and grades will be computed according to university policy.

### **Course Expectations:**

**Trust, Openness, Respect** – My hope is that the material covered in the course will support your life and faith for many years to come. Given that the nature of our class conversations may be based on personal experience, I ask that our classroom be a place of trust, openness, and respect. It is important to recognize that we each have unique experiences and beliefs, and that our relationships with each other will help support our growth. Building community, as we will do in this class, is essential to our human flourishing.

**Class Presence** – You are expected to attend every class. If there are any issues that prevent this from happening, please contact me individually to discuss your situation.

**Use of Technology** – This class is discussion based which means that all students are expected to actively listen to one another and participate in classroom activities. Given the nature of this course, the use of laptop computers, tablets, phones, or other electronic devices is not permitted in class. If you have any questions or concerns, please contact me.

### **Other Relevant University Policies and Resources:**

**Academic Integrity:** Please familiarize yourself with [Boston College’s academic integrity policy](#), which applies to this course. I do not anticipate any problems with academic integrity; however, in the unlikely event that any concerns do arise, I will forward all related materials to the associate dean for impartial adjudication by the Committee on Academic Integrity.

**Accessibility and Accommodations:** I am committed to supporting the learning of all students in my class. If you have already registered with [Connors Family Learning Center](#) (learning disabilities and ADHD) or [Disability Services](#) (all other disabilities) and have your letter of accommodations, please meet with me early in the course to discuss, plan, and implement your accommodations. If you have or think you have a disability but are not registered, the Connors Family Learning Center and Disability Services websites provide information on the registration process.

**Attendance Policy:** Attendance is required as a condition of successful completion of this course. Any potential absence must be pre-approved and students are responsible for finding out about assignments, due dates, announcements, class notes, etc. that were covered during

the missed session and for making up any missed work. Absences for any reason, including illness, personal crises, athletics, or other extra-curricular activities could lead to course failure.

**Communications:** If you need to reach me with concerns or questions, please email me for the quickest response. You may also meet with me by emailing me to schedule an appointment that is mutually convenient. In case I need to communicate with students, I will do so via email. Please be sure to check your university email account regularly.

**Mental Health:** College can be a challenging time for students. Please know that you are never alone and that the faculty and staff at Boston College, including me, care deeply about you and your health and well-being. Resources are available to all students to support you. You can find free, confidential mental health services at [University Counseling Services](#) by calling (617) 552-3310; and/or visit the [Center for Student Wellness website](#) to schedule a meeting with a trained peer Wellness Coach, or to learn more about resources to help you prioritize your mind, body, and spirit this semester. If needed, I would be happy to help you discover these resources at any time.

**Evaluation of Course/Assessment of Student Learning:** Please be sure to complete the end-of-semester university course evaluation. It is an important opportunity for you to provide valuable feedback to the professor. Your input is taken seriously and used to create continuous improvements for future courses and students. You will be emailed with a request at the end of the semester.