A. COURSE DESCRIPTION

Leadership is one of the most talked about topics of our time. Courses in leadership theory abound. The reason for this is that leadership is an essential element in arriving at effectiveness in all levels of human endeavor. In the dominant American cultural context this is especially true because after freedom, success (material and emotional) is the most highly espoused value of our way of life. This is especially true when we think of achieving one’s mission, goals and objects either in the field of business, the military, education, etc. All one need do is surf the internet in order to see the infinite number of leadership programs that promise to form you into an “effective leader” or an “effective executive.” Much of what is discussed in such leadership programs is management, which derives from the Latin word manus (hand). The French word mesnagement (later ménagement) influenced the development in meaning of the English word management in the 17th and 18th centuries. Yet there is a fine line between management and manipulation when it comes to effective leadership.

This leadership course will afford the student the opportunity to study, analyze, and acquire the attitudes and habits of leadership in the style of Jesus, the Spirit-filled Messiah. It will provide the student with Scriptural-based vision, values, attitudes and behaviors that any Christian leader must espouse for effective leadership either in the religious or the secular context. In other words, the presupposition of the course is that while much good can be found in contemporary leadership management courses, far more than management skills are expected of a leader who presumes to follow Christ. This course will explore the meaning of the evangelized and evangelizing leadership.

Note: Students should note four particular features about this course:

1) This is a Compressed Track course. This means that the course meets once a week for seven weeks only. The course however is more intense in coverage of material with additional online assignments using Blackboard primarily.

2) The course is supported by Blackboard. Special assignments and announcements will be made available through this online learning portal.

3) This is a reading-intensive and time-intensive course. Students should be prepared to dedicate significant time in preparing for class. In addition to textbooks, some articles and other readings will be assigned.
3) Students will write and present in class two of their assignments, including a leadership profile essay and a leadership interview essay. In addition, a final written paper will count as the final exam and is due no later than midnight on Wednesday, December 9.

B. COURSE OBJECTIVES

1. To understand and articulate the scriptural and theological basis for leadership, in particular as it relates to putting on the mind and heart of Jesus.

2. To understand and articulate how these principles are carried over into leadership theory with a focus on decision-making and styles of implementation.

3. To provide exposure to actual leadership practice and the integration of the Gospel.

C. TEXTBOOKS AND READINGS

C.1 Required Books


C.2 Supplemental Readings


D. FORMAT

Blackboard Software Use

This course is delivered primarily in a traditional face-to-face (in-class) format. However, Blackboard (BB) is used as a support learning tool. Student internet access is therefore essential. Course announcements, special assignments and readings, special documents, and email communications will be delivered online via Blackboard. In addition, university emails, including emergency notifications, can be directed to your personal email account through Webmail, options, settings, and message forwarding.

E. COURSE SCHEDULE / ASSIGNMENTS

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<thead>
<tr>
<th>Date</th>
<th>Module</th>
<th>Topic / Assignments</th>
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<tr>
<td>Oct 14</td>
<td>Md 1</td>
<td><strong>Introduction</strong></td>
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<td>• Course objectives and overview</td>
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<td>-- Leadership Profile—final selection due next week - Oct 21</td>
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<td>-- Selection of Leadership Interviewee—due in two weeks – Oct 28</td>
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<td>-- Leadership Style Assessment (MBPI)—due in two weeks – Oct 28</td>
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<td>• Leadership vs management</td>
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<td>• Models of Leadership: Why Christian Leadership?</td>
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<td>• Scripture: vision, values, attitudes and behaviors of the Spirit-filled Messiah</td>
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<td>John 14: Jesus, the Way, the Truth and the Life</td>
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<td>Luke 4: The mission of the Spirit-filled leader</td>
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<td>John 14, 15, 16: The Holy Spirit, the energy and elan of Christian leadership</td>
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<td>Hebrews 12:1-2 Jesus our Leader in faith</td>
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| Oct 21 | Md 2   | **Spirit-linking Leadership: The Art of Discernment for Action** |
|        |        | • Self-knowledge and awareness |
|        |        | • Seeing |
|        |        | • Understanding |
|        |        | • Judging |
|        |        | • Acting |

Assignment / Required readings:
Matt 10:16; Matt 11:27; 1 John 4:1-6; Tim 2:24-25; 1 Cor 12; 2 Cor 3 & 4:1-6; Lk 4:14-21
Selection of leadership profile due
*The way of discernment* by Elizabeth Liebert

**Supplemental readings:**
Markham, D. J., *Spirit-linking leadership*, Ch 6

### Md 3  
**Growth in Freedom: Developing the Leader**
- What is freedom?
- Understanding our shadow
- Four kinds of biases which blind and enslave
- Fear: the impediment to leadership
- Making Tough Choices

**Assignment / Required readings:**
John 9; 1 John 1:8-2:28; 2 Cor 4:7-18; 2 Cor 12:1-10; Gal 5; Eph 4:14-16
Articles – See Course Documents, Blackboard (Module 3)

**Supplemental readings:**
*The Effective Executive* by Peter Drucker
*How Good People Make Tough Choices* by Rushworth M. Kidder

### Oct 28  
**Md 4  
Temptations of the Leader**
- Jesus tempted by Satan (the Deceiver, Father of Lies)
- Pride/arrogance of mind
- Power/Prestige
- Pleasure
- Harry S. Truman on the three temptations

**Assignment / Readings:**
Complete Leadership Style Assessment (online MBPI)
Selection due for leadership interview
Lk 4:1-13; Mt 4:1-11
Excerpts from *Harry S. Truman: A life*, by Robert Ferrell; see Course Documents
*Evangelii Gaudium (Joy of the Gospel)*, Ch 2; See Course Documents

**Supplemental Readings:**
*Evangelii Gaudium (Joy of the Gospel)*

### Md 5  
**Virtuous Leadership:**
- What virtue is
- The Relational nature of virtue
- Magnanimity and Humility
- The four cardinal virtues: truth(fullness), justice, boldness, balance
- Truth(fullness) Patience and Acceptance
• Courtesy and meekness
• Faith, Hope and Love
• Not mere clanging cymbals: the greatest of these is Love

Assignment / Readings:
Scripture readings: TBD
Created for Greatness by Alexandre Havard
Servant leadership by Robert Greenleaf, Ch XI

Supplemental Readings:
Virtuous Leadership by Alexandre Havard
How Good People Make Tough Choices by Rushworth Kidder

Nov 4       MD 6  Profiles in Spirit-filled Leadership: In-class Presentations and Essay #1:
• Nelson Mandela
• Martin Luther King
• Mother Teresa
• John Adams
• George Washington
• Charles Carroll
• John XXIII
• John Paul II
• Oscar Romero
• Pope Francis
• Lives of the Saints: St Theresa of Avila, St Catherine of Siena, St Therese of Lisieux, St Elizabeth Ann Seton, St Helen, St Juan Diego, St Francis, St Augustine, etc.

Assignment / Readings:
Essay #1 and In-class presentation due

Supplemental Readings:
Redeeming administration by Ann Garido
Virtuous Leadership by Alex Havard

Nov 11      MD 7  Leadership: The relationship between personality, temperament and style
• Leadership Assessment Results (Myers-Briggs)
• The art, science and skills of leadership
• The qualities of a leader
• Laws of leadership

Assignment / Readings:
1 Cor 12
Good to great and the social factors (monograph) by Jim Collins

Supplemental Readings:
Leadership is an art by Max DePree
The 21 Laws of Leadership by John C. Maxwell
The 21 Indispensable Qualities of A Leader by John Maxwell

MD 8  Change Happens: An ongoing reality
•Resistance to organizational transformation
•Leading Change-Context, Principles and Virtues

Assignment / Required Readings:
In 8; Acts 4:1-22; Acts 10 & 11; Acts 15:1-21;
Leading in a Culture of Change by Michael Fullan

Supplemental Readings:
Leading Change by John P. Kotter
Spirit-linking leadership by Donna Markham, esp. Ch 2 & 3

Nov 18  MD 9  Civic Leadership
•Collaborative Leadership

Assignment / Required Readings:
Mt 5:1-16;1 Pt 2:11-25; Rev 12 &13
The Collaborative Leadership Fieldbook by David D. Chrislip–pp 1-59; See BB, Course Documents
Servant leadership by Robert Greenleaf, Ch III-VI, IX, & X

Supplemental Readings:
The Collaborative Leadership Fieldbook by David D. Chrislip–pp 61-129; See BB, Course Documents

MD 10  In-class Presentation / Essay #2 – Leadership Interview Presentations
•Dispositions of the leader-the person
•As an administrator- the practice

Assignment / Readings:
Essay #2 and In-class presentation due (Leadership Interviews)

Supplemental Readings:
Redeeming administration by Ann Garido

Nov 25  MD 11  Servant Leadership
•A call to service
•The Servant as leader
•Leadership in institutions and culture
•An inward journey

Assignment / Readings:
Jn 15: 1-17; Mt 11:25-30; Mt 20:20-28  
Servant leadership by Robert Greenleaf, Ch I, II, VII, VIII & XII

MD 12 Evangelizing Leaders: Person and Practice
- An outward journey
- Transformational leadership and conversion
- The Way, the Truth, and the Life
- Faithful Citizenship

Required Readings/Assignments:
Mt 28: 16-20; Mk 16:15-16; Jn 17; Acts 2:1-20; Acts 20:17-38; Rm 8:28-39;  
2 Tm 4:1-8
Under the Influence of Jesus by J. Paprocki
Evangelii Gaudium by Pope Francis, Ch V

Recommended:
Educating Leaders for Ministry by Klimonski, et al., especially pp. 163-177

Dec 2 MD 13 Models of Leadership – Class Guest Speakers; Course Review

Wednesday, Dec 9 FINAL EXAM — Final Leadership Paper due by email.

F. COURSE REQUIREMENTS

The following assignments are required to have been accepted as master’s level work in order to receive at least a B in this course. The professor expects that all assignments are submitted when required by the syllabus unless otherwise renegotiated in writing with the instructor.

Attendance, Readings, and Engagement

This is an intense, compressed track course. Students are expected to be present for and participate in all class discussions. All readings are expected to have been completed at the time class begins. Assignments and the final paper are designed in such a way that students will be able to achieve master’s level work only when they have completed all reading assignments on time and have engaged successfully in advanced-level research, presentations, and discussions.

Absence

Absences are discouraged. Absence, which means that students are not physically present in class or online, can result in withdrawal of the student from this course by the professor.

Specifically, one absence from class may be accepted by the professor for emergencies. All students are responsible for contacting the professor and for completion of all class work and assignments as scheduled.

After a second absence, the professor and student may have a conference to discuss the future of the student’s enrollment in this class. This conference is not a guarantee of staying in the class;
however, a student’s final grade is dropped one letter grade upon a second absence. Again, the student is expected to keep abreast of the readings and class assignments.

After three absences, the student will be administratively withdrawn from the class. If the time has passed when an administrative withdrawal can take place, the grade for the class will be a failure (F) unless the student has self-withdrawn from the class.

Tardies

Promptness, which means that a student entered the classroom before the professor begins the class, is expected of students in a master’s program. The professor may take any action considered appropriate when a student is tardy more than once. Specifically, after the second tardy, the student will lose 5 points from their final grade for each occurrence. A student more than ten minutes late to class, as timed by the professor, will be considered late.

Note: If students are going to be absent or anticipate being late, students should e-mail the professor as soon as possible. This is a courtesy, but an email does not exempt students from the policies described above.

Assignments

All assignments will be written in APA style, using Word, double spaced, Times New Roman, and 12-point. Students will submit hard copies of written assignments on the day they are due according to the schedule unless otherwise instructed. See Course Schedule.

For students who are presenting in class, please distribute handouts of your PP presentations to your classmates or send a copy to the instructor by 2pm on the day of the presentation for posting on BB. (See Instructions and Rubric.) Student PowerPoints should be clearly identified (Session # and student name). Bring your presentation to class on a zip drive (recommended) or access it online.

G. WRITTEN ASSIGNMENT – FINAL PAPER

Students will submit a well-researched synthesis paper demonstrating critical analysis of the topics discussed during this course. More details will be given during the semester, but at a minimum the paper should include a discussion of the following points:

- What did you learn from the course? Describe the salient principles.
- What did you learn from the speakers?
- How did these speakers help you to integrate what you learned in the course?

Requirements of the paper:

- 8-10 pages in length, not including title page and reference page(s).
- Typed, double spaced – No typos; 1” margins.
- The paper must be written in APA style, including correct page, paragraph, and line formatting.
• Do not use the first person point of view in the paper.

• At least 8 references, including at a minimum 2 books, 3 scholarly journals (peer-reviewed) and internet resources.

• Direct citations should be used sparingly, but can be very useful. Must be properly cited (APA) and included in the bibliography.

• **The Final Paper counts as your final exam.** The Final Paper is due *no later than* midnight on Wednesday, December 9, 2015—no exceptions. The paper may not be turned in prior to the last day of class.

### H. GRADE DISTRIBUTION

1. Class Discussion based on readings—20%

2. Models of Leadership: In class Presentation—10% and Essay #1—15%

3. Leadership Interview: In class Presentation—10% and Essay #2—15%

4. Final Exam – Leadership Synthesis Paper—30%

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**Grading and Point Equivalents**

- **A** = 4.0  Unusual and superior achievement
- **A-** = 3.7
- **B+** = 3.3
- **B** = 3.0  Satisfactory achievement
- **B-** = 2.7
- **C+** = 2.3  Below standard
- **C** = 2.0
- **C-** = 1.7
- **D+** = 1.3  Unsatisfactory
- **D** = 1.0
- **F** = 0.0  Failure
Master’s Level Work is substantively and qualitatively more complex than Bachelors Level Work. Depth requires showing understanding of complexity, comfort with ambiguity, or understanding uncertainty. Master’s Level Work integrates the domain of the course with students’ lived experiences both personal and professional. Creativity is demonstrated when students enhance scenarios or call up lived experiences related to the issues under consideration.

Incompletes are given only at the discretion of the professor for reasons that are serious. Only hospitalization or other equally serious life experiences may postpone a final examination and grade. The student, however, is required to initiate a written request for an incomplete prior to the end of the course.

I. PEDAGOGICAL METHOD

Lecture by professors and special guest presentations and student discussion; presentations and discussions led by students on assigned matter. In each segment of the lectures, students will be asked to share their reflections of the material in light of their own experience.

J. PROFESSIONAL STANDARDS OF BEHAVIOR

This class functions on the honor system. Students are expected at all times to meet the requirements of the honor system. The professors have the discretion to fail students who violate the honor system, or who have given the professors reasonable suspicion of having done so. Please see the Graduate Catalogue for more information.

Academic Dishonesty (University of St. Thomas Policies & Procedures, Student Handbook, Section 3.)

1. Definition
Academic dishonesty includes but is not limited to:
  o Cheating on an examination or test, for example by copying from another’s paper or by using unauthorized materials before or during the test;
  o Plagiarism, which one represents as one’s own the work of another, whether published or not, without acknowledging the precise source;
  o Knowing participation in the academic dishonesty of another student even though one’s own work is not directly affected;
  o Any conduct which reasonable persons in similar circumstances would recognize as dishonest in an academic setting.

2. Penalty
The penalty for an incident of academic dishonesty is, at the discretion of the professor, either a mark of zero for the work in question or the grade of an “F” for the course.

L. AMERICANS WITH DISABILITIES ACT
In accordance with Section 504 of the Federal Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, the professor will make all possible and reasonable adjustments in policies, practices, services, and facilities to ensure equal and optimal educational programs and activities. Students contact the professor immediately if they have special needs. All information is confidential. Students should contact the Office of Counseling Services for Students with Special Needs by calling 713-525-3162 or x6953. The accommodations will become official when the professor receives word in writing from the officer in charge of ADA compliance.

M. BIBLIOGRAPHY


Cameron, C. (2012). Leadership as a call to service: The lives and works of Teresa of Ávila, Catherine of Siena and Thérèse of Lisieux. Ballan, VIC: Connor Court Publishing Pty Ltd.


