



Syllabus and Pre-assignment Term S4-2018/Summer

Mondays 5/20, 6/10, 7/1, 7/22, 8/12 5:15 pm
– 8:45 pm @ CVG campus

COURSE TITLE: RPS 514-S5 SPIRITUALITY OF LEADERSHIP 3 credit hours

INSTRUCTOR: John Trokan, D. Min.; Office: CL 21; Office Hours: MWF 1:00-3:00 pm and by appointment;
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REQUIRED TEXT:

1. Rolheiser, Ronald. *The Holy Longing*. Doubleday, 1999.
2. McNeal, Reggie. *A Work of Heart*. Jossey-Bass, 2000.
3. Wheatley, Margaret. *Leadership and the New Science*. Berrett-Koehler, 2006.
4. Keith, Kent. *The Case for Servant Leadership*. Greenleaf Center, 2012.

COURSE DESCRIPTION AND OBJECTIVES

This course explores the relationship between one's personal spirituality and effective leadership. Further, it considers leadership in the workplace as a personal calling. The course will explore one's innate desire for integrity of life, and will examine the common good as both the purpose of business, and as necessary for human development. The good habits of acting, known as virtues, will be considered. The application of virtue to practical situations in the workplace, and in the world at large, will allow the principles of Christian social teaching to be integrated with leadership theory.

At the conclusion of this course the student will be able to:

1. Develop an understanding of spirituality and personal calling in the framework of the Judeo-Christian tradition.
2. Examine one's understanding of leadership through experience and human development theories.
3. Reflect on the place and challenge of the spirituality of leadership in the employment context, and its systemic implications.
4. Explore the role of Judeo-Christian Social Teaching, Virtue Ethics, and the Common Good in one's leadership style and intervention skills.
5. Discern one's spiritual gifts and call in light of the journey of spirituality and leadership, and its implications for change.
6. Research resources for spiritual and leadership renewal.

FORMAT

There are lecture, discussion, case studies, group work, role-play, audio-visuals, theological reflection, guided meditation, and seminar presentation.

METHOD OF EVALUATION

Students will be evaluated on the basis of their ability to understand and integrate the classroom activities, required texts and written assignments in relation to their own experience. Success in meeting the objectives of this course will include:

Ability to critically analyze and synthesize course concepts
Demonstrated ability to apply principles to leadership contexts
Demonstrated development in spiritual and systemic intervention skills
Demonstrated ability to theologically reflect upon life and leadership experiences

Students will develop five spiritual leadership papers of five pages in length:

1. Spiritual Autobiography Assessment due 5/20.....10%
2. Spiritual Journey Map due 6/10.....20%
- 3.. Leadership Context Analysis due 7/1.....20%
- 4.. Leadership, Virtues and Common Good Case Study due 7/22.....20%
- 5.. Leadership and Social Analysis due 8/12.....20%
6. Annotated Bibliography of spiritual leadership renewal resources due 8/12....10%

Criteria for evaluation of the papers will be on:

content development of narrative
depth of analysis
quality of critical reflection
clarity of expression and grammar
documented use of sources (APA/MLA format)

Grading Scale will be:

A 93-100
B 85-92
C 77-84
D 70-76

ATTENDANCE POLICY

Attendance at class is mandatory. As this is a seminar style course class participation is critical to learning outcomes. Students will be prepared for assigned readings, meaningful comments, constructive questions, and small group discussions. An unexcused absence will lead to the reduction of the final semester grade by one letter grade.

ACADEMIC INTEGRITY

when we use the information and language of others to enrich our reflection and research papers we must:

- Tell the reader when we are quoting and indicate the source (person, book, article, etc.) of that quotation.
- Tell the reader when we are paraphrasing and indicate the source (person, book, article, etc.) of that information.

Quoting or paraphrasing the information and/or language of a source without naming the source is plagiarism. Plagiarism is unacceptable in an academic institution and is subject to penalty. Please consult the Student Handbook for this and other College policies on Academic Integrity. Use either the APA/MLA format to document your sources

COURSE OUTLINE

Topics, Readings, Assignments (see next page)

COURSE OUTLINE: RPS 514 Spirituality of Leadership

Class 1 – 5/20	Class 2 – 6/10	Class 3 – 7/1	Class 4 – 7/22	Class 5 – 8/12
Search for Christian Spirituality	Spirit Shaped Leadership	Systemic/Contextual Leadership	Virtue, Ethics, and the Common Good	Incarnational Leadership
Introduction	Introduction Overview	Introduction Overview	Introduction Overview	Introduction Overview
Course Overview Expectations	Wellness and Systems theory and spirituality of leadership:	Ecological Context of leadership and change in Organizations	Virtue theory Leadership and character strengths assessment	Discernment of Spiritual/Leadership gifts/challenges
Assumptions and definitions:	1. Family of Origin 2. Leadership context	Ecomap case study and analysis	Generational Values and Diversity	Spirituality of Renewal in Vocation and Leadership context
1. Theology 2. Spirituality 3. Leadership	Genogram Analysis and case study	Systems dynamics and intervention options.	Social Analysis Case Study	Theological Reflection: Spiritual Integration
Spiritual Search, Faith Development theory and spirituality	Theological Reflection: Naming the Spirits	'I Am'	Theological Reflection: Spiritual praxis for the common good	
Spiritual Assessment and personal spirituality		Theological Reflection: Spirit of Community		
Theological Reflection: Spiritual Journey				
Assigned Readings:				
Rohlheiser, Ronald. The Holy Longing. Doubleday, 1999.	McNeal, Reggie. A Work of Heart. Jossey-Bass, 2000.	Wheatley, Margaret. Leadership and the New Science. Berrett-Koehler, 2006.	Articles/book TBD by student.	Keith, Kent. The Case for Servant Leadership. Greenleaf Center, 2012.

Five-Week Classes

Week(end)s 1-2 No record of dropped class.

("W" grade begins the day after the 2nd week(end) meeting)

Week(end)s 3-4 Grade of "W" for dropped class.

Week(end) 5 No drops accepted.

(the day after the 4th week(end) meeting)

Assignments

PREASSIGNMENT for 5/20: Spiritual Autobiography Assessment

Read the assigned text 'The Holy Longing' for the first weekend, and take the 'Spiritual Assessment Scale' (available on Blackboard). Write a five page reflection paper addressing the following:

1. Define spirituality based upon your understanding of Rolheiser and your personal experience
2. What do your responses to the 'Spiritual Assessment Scale' say to you about your spirituality?
3. Discuss three concepts from Rolheiser that you find most insightful, and three concepts you find most challenging.
4. What possibilities/implications for leadership do you see in Rolheiser's ideas?

Spiritual Journey Map

Assigned Reading:

McNeal, Reggie. *A Work of Heart*. Jossey-Bass, 2000.

Read the assigned text with a focus on the key leadership ideas presented. which impact your understanding of spirituality and leadership. Which character in McNeal's analysis do you most identify with? Why? Develop a personal time line of the significant impact experiences in your life. Discuss the following:

1. What historical events, developments, structures and leaders were most significant in shaping the character of your life?
2. As you reflect upon these impact events in your life, how do you see God shaping you through these experiences?
3. As you trace the 'Spirit' through this timeline, how do you perceive these experiences have impacted your attitude toward and style of leadership?
4. What are the implications of this for your spirituality and your leadership?

Length: 5 pages

Family of Origin and Leadership Influences

Assigned Readings:

Wheatley, Margaret. Leadership and the New Science. Berrett-Koehler, 2006

Process:

Develop a genogram of your family of origin for three generations. Discuss the key family systems principles that are operative in your family dynamics based upon your reading of Wheatley and our class discussions. As you reflect upon your family members how do your family dynamics influence your leadership attitudes and style? Who has been a leadership mentor in your family of origin? Who has been a spiritual mentor for you in your family of origin? How does your family of origin dynamics influence your understanding of wellness and well-being?

Length: 5 pages

The following websites are useful in the basics of how to develop a family genogram map.

Genogram Pro: <http://www.genopro.com/genogram/>.

Wikihow: <http://www.wikihow.com/Make-a-Genogram>.

How to make a family map: <http://sfhelp.org/fam/geno.htm>.

Leadership, Virtue and Ecological Context Analysis

Assigned Reading: Student choice

Articles/book of your choice on a leadership figure you admire.

PROCESS

Discuss the ideas and concepts in the articles/book on leadership person of your choice which most influences your view of a just and ethical organization. In light of these ideas develop an Ecological Context Map of your organization using the Ecological Context map we discussed in class. Assess the following:

1. What issues, trends, patterns and paradigm shifts most impact the micro and meso systems of this organization?
2. How do you interpret the meaning of these ecological patterns and shifts to this organization? What are the implications for multi-systems interaction?

3. Assess the wellness of this organization? What criteria do you apply to make your assessment?
4. What are the implications for spiritual and moral leadership of this organization? What strategies for intervention do you propose for organizational development given your analysis? Length: five pages

SOCIAL ANALYSIS PAPER **Spirituality of Leadership**

Assigned Reading:

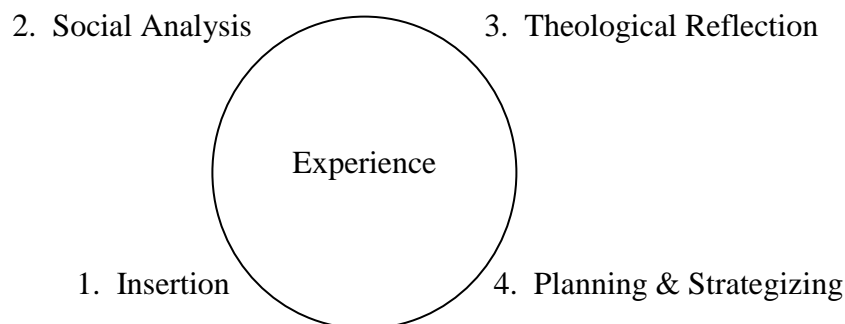
Keith, Kent. The Case for Servant Leadership. Greenleaf Center, 2012.

Format: Develop a Social Analysis utilizing the four elements of the ‘Circle of Praxis’ in your analysis of one social issue in a leadership context, discussing key concepts from Keith’s text and the various ethical/virtue/justice/common good principles we discussed in class.

Process:

1. Research an issue or social force which impacts the leadership culture you are studying
2. Apply the principles of ethics, virtue, and the common good that foster spiritual & social justice perspectives upon the issue utilizing the wisdom of the Judeo-Christian tradition (web-CT online resources, MSJ electronic reserve; etc...) on ‘Social Analysis’ and Catholic Social Teaching (Pastoral documents), etc.
3. To examine the complexity & interdependence of social problems and solutions

Circle of Praxis



4. Also complete the Spiritual Gift Inventory and the VIA Character Strengths Profile