MSJ 1920

MOUNT ST. JOSEPH
UNIVERSITY

Syllabus and Pre-assignment
Term S2-2022/Spring InSync Format
Saturdays 1/15, 2/5, 2/26, 3/19, 4/23
8:30am – Noon on ZOOM

COURSE TITLE: **REL 314-S5 SPIRITUALITY OF LEADERSHIP** 3 credit hours

INSTRUCTOR: John Trokan, D. Min. Office Hours by appointment; Phone: 513-310-9693 e-mail: john.trokan@msj.edu.

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
Lecture, discussion, case studies, group work, role-play, audio-visuals, theological reflection, guided meditation, and seminar presentations available online and during class ZOOM meetings.

METHOD OF EVALUATION
Students will be evaluated on the basis of their ability to understand and integrate the assigned readings, videos, and activities 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 Integration Essays of five pages in length:

1. Spiritual Autobiography Assessment due 1/15………………………………… 20%
2. Spiritual Journey Map due 2/5……………………………………………………….20%
3.. Leadership Context Analysis due 2/26………………………........................20%
4.. Leadership, Virtues and Common Good Case Study due 3/19……………… 20%
5.. Leadership and Social Analysis due 4/23……………………………………… .20%

Each paper is to be submitted on Blackboard on the dated listed above. The grading Rubric is located on Blackboard. 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
Students taking InSync/ZOOM courses are expected to attend each online week of the course**. Online attendance is defined as a student <u>logging in</u> to the *Blackboard* (Bb) online course. "Logging in" is considered attendance even if the student has not submitted any assignments or participated in any other aspect of the course.**

A student is recorded either attending or not attending after the <u>first five days from the date the course begins on the schedule</u>. **Students who log in to the *Blackboard* online course, at least once in the first five days, will be reported as attending.** Students who do not log in at least once in the first five day period will be reported as a "no show" to the Registrar's Office and will not be charged for the course. Please refer to the drop policy when not meeting attendance requirements.

If the student decides to withdraw after being reported as "attending", the student MUST contact Student Administration Services to be withdrawn. If the student withdraws within the <u>first five days from the date the course begins on the schedule</u>, there is no charge. **Charges will apply on the sixth day of the course and forward. A student <u>cannot</u> drop an on campus online course without going through Student Administrative Services. The instructor will be notified that the student has withdrawn. The instructor then marks the student as "unavailable" in Blackboard.**

If reported as a "no show", the student will automatically be dropped from the class in the myMount system and the course will not be listed on the student's transcript. **Instructors will mark the student as "<u>unavailable</u>" in the *Blackboard* online course so that the course is removed from the student's Bb course list**.

All recorded time stamps for logging in, assignment submissions, discussion board posts, and attendance at weekly **ZOOM meetings** records will reflect Eastern Time Zone.

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)

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: REL 314 Spirituality of Leadership

Class 1 – 1/15	Class 2 – 2/5	Class 3 – 2/26	Class 4 –3/19	Class 5 – 4/23
Search for Christian Spirituality Introduction Course Overview Expectations Assumptions and definitions: 1. Theology 2. Spirituality 3. Leadership Spiritual Search, Faith Development theory and spirituality Spiritual Assessment and personal spirituality Theological Reflection: Spiritual Journey	**Spirit Shaped Leadership** Introduction Overview Wellness and Systems theory and spirituality of leadership: 1. Family of Origin 2. Leadership context Genogram Analysis and case study Theological Reflection: Naming the Spirits	**Systemic/Contextual Leadership** Introduction Overview Ecological Context of leadership an change in Organizations Ecomap case study and analysis Systems dynamics and intervention options. 'I Am' Theological Reflection: Spirit of Community	**Virtue,Ethics, and the Common Good** Introduction Overview Virtue theory Leadership and character strengths assessment Generational Values and Diversity Social Analysis Case Study Theological Reflection: Spiritual praxis for the common good	**Incarnational Leadership** Introduction Overview Discernment of Spiritual/Leadership gifts/challenges Spirituality of Renewal in Vocation and Leadership context Theological Reflection: Spiritual Integration
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.

Assignments

PREASSIGNMENT for 1/15: Spiritual Autobiography Assessment
Read the assigned text 'The Holy Longing' by Ronald Rolheiser, 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 your 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

<u>**SOCIAL ANALYSIS PAPER**</u>
**Spirituality of Leadership**

Assigned Reading:
Keith, Kent. <u>The Case for Servant Leadership</u>. Greenleaf Center, 2012.

<u>Format:</u> 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.

<u>Process:</u>
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

<u>Circle of Praxis</u>

2. Social Analysis   3. Theological Reflection

Experience

1. Insertion   4. Planning & Strategizing
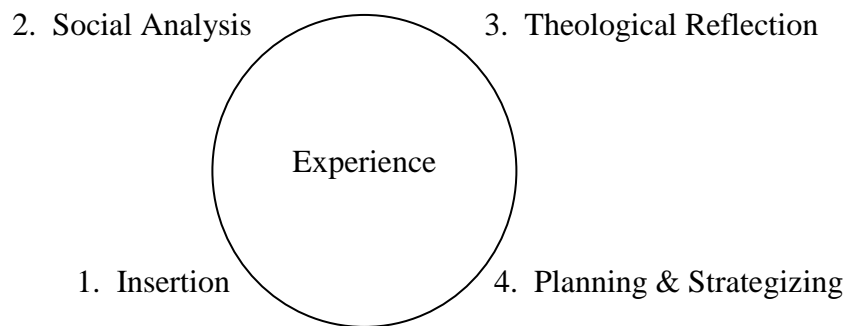
4.   Also complete the Spiritual Gift Inventory and the VIA Character Strengths Profile