



DIVISION OF ADULT LEARNING

SYLLABUS

MMST-532: Perspective on Leadership

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University Mission Statement:

Lee University is a Christian institution which offers liberal arts and professional education on both the baccalaureate and graduate levels through residential and distance programs. It seeks to provide education that integrates biblical truth as revealed in the Holy Scriptures with truth discovered through the study of arts and sciences and in the practice of various professions. A personal commitment to Jesus Christ as Savior is the controlling perspective from which the educational enterprise is carried out. The foundational purpose of all educational programs is to develop within the students knowledge, appreciation, understanding, ability and skills which will prepare them for responsible Christian living in a complex world.

Catalog Description:

This course will provide an overview of various models of leadership, their appropriateness for use within communities of faith, and cultural influences on contemporary conceptualizations of leadership. Through the analysis and critique of the models from a faith perspective, students will be able to articulate their approach to leadership and its effects on their ministry settings.

Required Text(s) and/or Supporting Resources:**Required Text:**

Blackaby, Henry T., and Richard Blackaby. *Spiritual Leadership: Moving People on to God's Agenda*. Nashville, TN: Broadman and Holman, 2001. ISBN: 9781433669187.

Northouse, Peter G. *Leadership: Theory and Practice*. 7th ed. Thousand Oaks, CA: Sage, 2015. ISBN: 9781483317533.

Winseman, Albert L., Donald O. Clifton, and Curt Liesveld. *Living Your Strengths: Discover Your God-Given Talents and Inspire Your Community*. Gallup Press, 2004. ISBN: 9781595620026. [Be sure an unused Access Code is provided with the book if not purchased through the Lee Bookstore.]

Additional Supporting Resources (not required to purchase):

Prezi.com (free version) presentation tool (optional)

Resources included in Learning Management System (LMS).

Prerequisite Skills and Knowledge:

None

Course Goals and Learning Outcomes:**PURPOSE**

This course is intended to acquaint the student with historic and contemporary approaches to leadership and facilitate a critique and analysis of each of the approaches from a faith perspective. Cultural issues (e.g., gender, internationalization, postmodernism) influencing current conceptualizations of leadership will be considered. As a result, students will develop a theory-based explanation of their approach to leadership and identify its strengths and limitations in their ministry settings.

General Learning Objectives (Course Goals):

This course seeks to:

1. Provide an overview of models of leadership.
2. Explain how the various models are applied in ministry settings along with their applicability.
3. Critique the various leadership approaches from theological and biblical perspectives.
4. Explain how contemporary conceptualizations of leadership are affected by contemporary cultural phenomena.
5. Enable students to consider and explain their approach to leadership within the framework and language of the theories/models presented and the strengths and limitations of their approaches

Specific Behavioral Objectives (Learning Outcomes):

As a result of the activities and study in this course, the student should be able to:

1. Identify major approaches to leadership.
2. Describe the strengths and limitations of the models from a theological and biblical perspective.
3. Critique the suitability of approaches to leadership in ministry settings.
4. Explain how cultural issues impact contemporary approaches to leadership.
5. Develop a theory-based explanation of their personal approach to leadership.
6. Analyze strengths and limitations of their personal approach to leadership based on their ministry settings.

Major Topics:

- A. Definitions of leadership
- B. Models of leadership (e.g., trait, style, power/influence, situational, transformational)
- C. Servant leadership from a biblical perspective
- D. Emotional intelligence and leadership
- E. Leadership in ministry settings
- F. Postmodernism and leadership
- G. Gender and leadership
- H. Internationalization and leadership
- I. Leadership development and resources
- J. Ethics and church leaders

Course Assessments:

- A. **Participation:** You are required to participate in this course on a weekly basis. Although there is no participation grade, your participation is assessed as you engage in discussions and complete the written assessment activities. The course is designed so that each unit has a corresponding written lecture. The lectures provide explanatory content in addition to the textbook and article assignments; it is essential that you read the lecture, as well as any associated media presentations. A key aspect of your participation is the timely completion of all assigned readings, corresponding written activities, papers, threaded discussions, etc. The assignments must be completed within the timeframe specified in the assignment instructions. All times should be understood as Eastern Time.
- B. **Turabian Format:** The School of Religion requires Turabian formatting as the style for all written assignments. Please see the *School of Religion Manual of Style for Papers* (on LMS) for a current guide to Turabian format.

- C. **Gender Inclusive Language:** The School of Religion supports and expects the use of gender inclusive language in written and oral communication. Examples of gender inclusive language include: humankind rather than mankind; people rather than men or women, etc. Obviously, if gender specificity is appropriate, as in referring to a mother as “she,” that is acceptable.
- D. **Text/Media.** There are three textbooks, as noted below. Each textbook correlates with the specific evaluation activities listed below. The readings and activities for *Leadership Theory and Practice* will facilitate the accomplishment of specific learning outcomes 1, 2, 3, 5, and 6. The readings and activities for *Spiritual Leadership* will facilitate the accomplishment of specific learning outcomes 4, 5, and 6. The reading and activities for *Living Your Strengths* will facilitate the accomplishment of specific learning outcomes 5 and 6. Additionally, various readings will be found on the Learning Management System (LMS). The associated requirements for these articles will be described within the individual course units. The articles and associated activities will facilitate the accomplishment of integrating various specific learning outcomes 1-6.
- E. **Threaded Discussions.** The threaded discussions are an opportunity for students to demonstrate their knowledge of the course material and interact with fellow students. Just doing an initial post and/or response will not guarantee any point value. Discussions will be evaluated as follows: a) on the depth of engagement with the discussion topic and/or issue; b) on the depth of understanding of the topic and/or issue; and c) on the depth of interaction with the other students. An initial post is required (evaluation of “a” and “b” above) and then response to at least two students’ initial posts (evaluation of “c” above). Once the discussion deadline is reached, there will be no further opportunity to attain points for that discussion. If you have further questions on how these are evaluated, please contact your instructor. Some initial posts may include a presentation style using PPT, Prezi, and/or video.
- F. **Unit Assignments.** These assignments include a library/research training activity and reflective journals. The seven reflective journals (one in each unit) will be written about various topics and themes connected with course readings. These unit assignments will facilitate the accomplishment of specific learning outcomes 1-6. Students should use Microsoft Word (or compatible) software and the paper should be double-spaced, 12-point Times New Roman font with 1-inch margins, and according to Turabian (*SOR Manual of Style*) format.
- G. **Unit Assignment (Strengths).** Students use their unique code found in their copy of the *Living Your Strengths* text to access and take an online personality assessment. Upon receiving their top five strengths results from the assessment, students will submit these to the course instructor and also incorporate them into later assignments. This assignment will facilitate the accomplishment of specific learning outcome 6.
- H. **Course Project (Critique).** Students will write a 3 to 5-page book critique of the *Spiritual Leadership* text. Sections will include an overview of the book’s general themes (but not a chapter-by-chapter summary) and the student’s personal reflections of the book’s strengths and weaknesses and their points of agreement and points of disagreement with the content. This assignment will facilitate the accomplishment of specific learning outcomes 4 and 6.
- I. **Course Project (Approach).** Students will write a 5 to 7-page research and reflection paper about their personal leadership approach. Early in the course, students will submit an Outline of a Personal Leadership Approach as requested by the professor. Using the following guidelines, students should create an outline of the final paper and submit to the professor for review. The professor will provide feedback (as needed) to ensure the student is progressing accurately with the paper. Sections will include a theory-based explanation of the student’s personal approach to leadership, his or her personal assessment of strengths and limitations of

their leadership approach (specifically within their chosen ministry context). Students should use Microsoft Word (or compatible) software and the paper should be double-spaced, 12-point Times New Roman font with 1-inch margins, and according to Turabian (*SOR Manual of Style*) format. This assignment will facilitate the accomplishment of specific learning outcomes 3-6.

- J. **Course Project (Presentations).** Students will create two 5- to 7-minute presentations using PPT, Prezi, or other video and upload (or provide an active link to the source) for the professor and other students to view. No student may present on the same topic. The presentation assignments are:

- Spiritual Leadership topic (selected or assigned from the Blackaby & Blackaby text) including a brief overview of the topic, how it may be applied within a leadership ministry setting, and locating two biblical examples the student feels reflective of the topic in a manner applicable to a leader/leadership role. This presentation will facilitate the accomplishment of specific learning outcomes 3, 4, and 6.
- Research Paper presentation highlighting the main points of their research paper, which will include a theory-based explanation of the student's personal approach to leadership, his or her personal assessment of strengths and limitations of their leadership approach (specifically within their chosen ministry context). This presentation will facilitate the accomplishment of specific learning outcomes 4-6.

Evaluation:

A. Threaded Discussions	215
B. Unit Assignments	355
C. Course Projects	430

Grading Scale:

The standardized grading scale provides a uniform foundation from which to assess your performance.

Grade	Quality Points per Credit	Score
A	4.0	930 - 1000
A-	3.7	900 - 929
B+	3.3	870 - 899
B	3.0	830 – 869
B-	2.7	800 – 829
C+	2.3	770 – 799
C	2.0	730 – 769
F	.0	0 - 729

Letter Grade Equivalencies:

A = Clearly stands out as excellent performance. Has unusually sharp insights into material and initiates thoughtful questions. Sees many sides of an issue. Articulates well and writes logically and clearly. Integrates ideas previously learned from this and other disciplines. Anticipates next steps in progression of ideas. Example "A" work should be of such nature that it could be put on reserve for all cohort members to review and emulate. The "A" cohort member is, in fact, an example for others to follow.

B = Demonstrates a solid comprehension of the subject matter and always accomplishes all course requirements. Serves as an active participant and listener. Communicates orally and in writing at an acceptable level for a cohort member. Work shows intuition and creativity. Example "B" work indicates good quality of performance and is given in recognition for solid work; a "B" should be considered a good grade and awarded to those who submit assignments of quality less than the exemplary work described above.

C = Quality and quantity of work in and out of class is average. Has average comprehension, communication skills, or initiative. Requirements of the assignments are addressed at least minimally.

F = Quality and quantity of work is unacceptable and does not qualify the student to progress to a more advanced level of work.

Unit and Time Distribution:

The time to complete each unit is approximately 17 hours per week on average for a three hour course. Actual assignment completion times will vary. A more detailed breakdown of each assignment can be found within the course.

POLICIES**Attendance Policy:**

At Lee University student success is directly related to the student actively attending and engaging in the course. Online courses are no different from classroom courses in this regard; however, participation must be defined in a different manner.

Online courses will have weekly mechanisms for student participation, which can be documented by submission/completion of assignments, participation in threaded discussions, and/or specific communication with the instructor as outlined within the syllabus.

Academic Honesty Policy/Information:

Cheating is defined as the use or attempted use of unauthorized materials or receiving unauthorized assistance or communication during any academic exercise.

Examples of cheating include:

- Submitting work for academic evaluation that is not the your own.
- Receiving assistance from another person during an examination.
- Using prepared notes or materials during an examination.
- Permitting another student to copy your work.
- Plagiarism.

- Falsification.
- Other misrepresentations of academic achievement submitted for evaluation or a grade.

As stated in the LEE UNIVERSITY Catalog, plagiarism is presenting as your own work the words, ideas, opinions, theories, or thoughts which are not common knowledge. Students who present others' words or ideas as their own without fair attribution (documentation) are guilty of plagiarizing. Unfair attribution includes, but is not limited to, a direct quotation of all or part of another's words without appropriately identifying the source. It is also unfair attribution to have included a source within a Works Cited page without having carefully cited the source within the text of the document.

Plagiarism also includes, but is not limited to, the following acts when performed without fair attribution:

- a. directly quoting all or part of another person's words without quotation marks, as appropriate to the discipline.
- b. paraphrasing all or part of another person's words without documentation.
- c. stating an idea, theory, or formula as your own when it actually originated with another person.
- d. purchasing (or receiving in any other manner) a term paper or other assignment, which is the work of another person, and submitting that work as if it were one's own.

Late Policy:

- No credit is available for postings of any kind made in the **Threaded Discussions** after a given Unit ends.
- If your faculty approves your submission of late assignments, each assignment score will be penalized 10% per day up to five days late. After the fifth day, late assignments will not be accepted. (Note: An assignment is a paper, a project, a team presentation, etc., **not** a discussion)
- No late assignments will be accepted after the close of the final Unit.

EXPECTATIONS

Faculty Expectations of Students:

- Have consistent access to a computer and possess baseline computer and information skills prior to taking online courses.
- Log into their courses within 24 hours of the beginning of the session to confirm their participation. (Students who register after the session has begun will be responsible for any assignments or material already covered.)
- Take an active role in each unit, participating fully in discussions, assignments and other activities throughout the entire session. If some event interferes with that participation, the student is responsible for notifying the instructor in advance.
- Review the course syllabus and other preliminary course materials thoroughly as early as possible during the first few days of the course.
- Be responsible for raising any questions or seeking clarification about these materials, if necessary, within the first week of the session.
- Frequently check the course calendar for due dates.

- Submit assignments and papers on time, and take tests by the posted dates. Acceptance of late work and any penalties for late submissions are up to the discretion of the instructor, based on the expectations outlined in the course syllabus.
- Contribute meaningful, timely comments to online discussions according to guidelines provided.
- Contribute substantively to group assignments (if required in course).
- Check for University announcements each time you log onto the LMS. These postings are critical.
- Use Lee email address.
- Complete the "Student Survey of Instruction" for each course to evaluate the instructor and the course.

Students' Expectations of Faculty:

- The opportunity to be active participants in a stimulating and challenging education that is global in scope, interactive in process and diverse in content and approach.
- A friendly, respectful, open, and encouraging learning environment.
- A course outline or syllabus that clearly provides information regarding course content, teaching methods, course objectives, grading, attendance/participation policies, due dates, and student assessment guidelines.
- Instructors who are responsive and available to discuss within 48 hours students' progress, course content, assignments, etc. at mutually convenient times from the first day of the session through the last day of the session. (Check the faculty contact information regarding weekends and holidays.)
- Individual instructor's contact information, schedules, availability, and procedural details are located within the course.
- To have access to instructor feedback and grading on projects, exams, papers, quizzes, etc., within ten (10) days of assignment due date so students are able to determine where they have made errors or need additional work.
- Final grade/feedback provided within ten (10) days after the last date of course.

IMPORTANT STUDENT INFORMATION

Special Needs:

Lee University, in conjunction with the Academic Support Office, works to ensure students with documented disabilities have access to educational opportunities. Students who need accommodations based on a disability should visit the Academic Support Office, call (423) 614-8181, or email academicsupport@leeuniversity.edu. It is the student's responsibility to share the Accommodations Form with the instructor in order to initiate the accommodations.

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- Spears, Larry C., and Michele Lawrence, eds. *Focus on Leadership: Servant-Leadership for the 21st Century*. New York: John Wiley, 2002.
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