



MIN 6412 Transformational Leadership

Fall Semester, 2013 3 Hours Tuesday, 8:00AM - 10:45AM McQuilkin Rm. 202
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Course Description:

This course provides a biblical, theological and practical foundation of Transformational Leadership. Special emphasis is devoted to team building, mentoring, discipleship, and leadership development in the context of developing relationships of trust in an environment of grace in a pluralistic environment. You will learn the balance of maintaining and applying a biblical approach to Leadership, Chaplain and the institutional environment while respecting the diverse environment in which you work.

Course Objectives: At the conclusion of this course each student will be able to...

1. DEFINE Transformational Leadership from the institutional workplace and Chaplaincy perspectives while building knowledge, skills, and abilities.
2. KNOW and UNDERSTAND Transformational Leadership and as it is applied to being a Servant Leader in the Chaplaincy/workplace context.
3. Clearly articulate the nature and purpose of Transformational Leadership as it is applied to Chaplaincy and a pluralistic context.
4. KNOW, EXPLAIN and assess your Chaplaincy ministry as a Servant Leader.
5. DEFINE, KNOW and LEARN practical skills to enhance your leadership abilities.
6. DEVELOP a vision for mobilizing others within your area of Chaplaincy for fulfilling the great commission.
7. DEFINE the cost to Transformational Leadership within Chaplaincy and the Institutional context.

Required Course Textbooks:

1. Bass, Bernard M. and Riggio, Ronald E. *Transformational Leadership, Second Edition*. Psychology Press, 2006.
2. George, Bill and Sims, Peter. *True North: Discover Your Authentic Leadership*. Jossey-Bass Publishers, 2007.
3. Kraemer, Jr., Harry M. Jansen. *From Values to Action: The Four Principles of Values-Based Leadership*. Jossey-Bass Publishers, 2011.
4. Sipe, James W. and Frick, Don M. *Seven Pillars of Servant Leadership: Practicing the Wisdom of Leading by Serving*. Paulist Press, 2009.

Reserved Textbooks:

1. Gilbert, Kwame. *Transformational Leadership: Transforming the Nations*. Xulon Press, 2012.
2. Jesep, Paul P. *Lost Sense of Self and The Ethics Crises: Learn to Live and Work Ethically*. Entrepreneur Spirit, 2012.
3. O'Tool, James. *Leading Change: The Argument for Values-Based Leadership*. Ballantine Books, 1996.
4. Strock, James M. *Serve to Lead: Your Transformational 21st Century Leadership System*. Serve To Lead Press, 2010.
5. Vurnum, Gary, *Transformational Leadership: 92 Tips*. Vurnum, 2010.

Lecture Requirements: Reading, Writing, and Field Project Assignments:

- 08/22/13 Lecture 1: Transformational Leadership
Reading Assignments:
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- 08/29/13 Lecture 2: The Journey to Authentic Leadership
Reading Assignments:
- George, pps. 3-26,
First Point Paper: Journey to Authentic Leadership, due 08/29/13
- 09/05/13 Lecture 3 Why Leaders Lose Their Way, due 09/05/13
Reading Assignments:
- George, pps. 27-42
Second Point Paper The Risk of Losing Your Way, due 09/05/13
- 09/12/13 Lecture 4: Transformation From “I” to “We”
Reading Assignments:
- George, pps. 43-63
Third Point Paper: Your Greatest Crucible, due 09/12/13
- 09/19/13 Lecture 5: Knowing Your Authentic Self
Reading Assignments:
- George, pps. 67-84
Fourth Point Paper: Knowing Your Authentic Self, due 09/19/13
- 09/26/13 Lecture 6: Servant Leadership
Reading Assignments:
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First Book Critique:
- 10/03/13 Lecture 7: Practicing Your Values and Principles
Reading Assignments:
- George, pps. 85-102
Fifth Point Paper: Practicing Your Values and Principles, due 10/03/13
- 10/10/13 **Fall Break**
- 10/17/13 Lecture 8: What Motivates You to Be a Leader?
Reading Assignments:
- George, pps. 103-116
Sixth Point Paper: Motivations & Motivated Capabilities, due 10/17/13

- 10/24/13 Lecture 9: Building Your Support Team
Reading Assignments:
- George, pps. 117-132
Seventh Point Paper: Building Your Support Team, due 10/24/13
- 10/31/13 Lecture 10 Values in Leadership
Reading Assignments:
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Second Book Critique:
- 11/07/13 Lecture 11: Staying Grounded: Integrating Your Life
Reading Assignments:
- George, pps. 133-152
Eighth Point Paper: The Integrated Leader, due 11/07/13
- 11/14/13 Lecture 12: Leadership with Purpose and Passion
Reading Assignments:
- George, pps. 153-168
Ninth Point Paper: The Purpose of My Leadership, due 11/14/13
- 11/21/13 Lecture 13: Empowering People to Lead
Reading Assignments:
- George, pps. 169-184
Tenth Point Paper: Empowering Other Leaders, due 11/21/13
- 11/28/13 **No Class Thanksgiving Break**
- 12/05/13 Lecture 14: Honing Your Leadership Effectiveness
Reading Assignments:
- George, pps. 185- 200
Eleventh Point Paper: Honing Your Leadership Effectiveness, due 12/05/13
- 12/12/13 Lecture 15: **Personal Leadership Development Plan Research Paper: Due**

Course Requirements and Assignments:

A. Book Critiques (2)

The student will submit two different critiques on two of the assigned textbooks. Each of the book critiques will be a formal essay paper at least 5 pages in length, and will include the References, author information, content summary, and an evaluation following the CMS guidelines. Each critique must be submitted at the beginning of the class no later than the due date assigned. The **first Book Critique is due 09/26/13** and the **second Book Critique is due 10/31/13**.

All Book Critiques will have the four basic part of the academic paper as per our conversations in class. 1. **Title/Cover Sheet**, 2. **Abstract**, 3. **Main Body** of your paper (a. *Introduction*, b. *Highlighted Thesis statement*, c. *3-5 points arguing for and supporting your thesis*, and d. *Conclusion*) 4. **Resources Cited Page**. This format is required for each paper turned into me.

1. Make sure your name is on the Title/Cover Page. The contents of your Book Critique should have three headings that correspond to items 3-5 below:

Message or Burden of the Book
Evaluation of the Book
Personal Interaction

2. The first section “Message or Burden of the Book” presents the message, or burden, of the book or article. The message should be stated in terms sympathetic to the author(s) and without explicit or implicit critique.
3. The second section, “Evaluation of the Book” presents an evaluation of the book or article. Identify the strong points of the material and any weaknesses you observed. Explain why these strengths and weaknesses are important. Give a brief recommendation of who would benefit from reading this book/article.
4. The third section, “Personal Interaction” is where you provide your personal interaction with the content of the book or article. Here are some questions that might be addressed: What lessons did you learn from the author(s) and why were they meaningful? How were your views confirmed? How have your views changed as a result of reading this book/article? What do you want to do differently in the future? What insights from the book can inform your current ministry? Most importantly, how does this books content effect, enhance and apply to your field of Chaplaincy? Be Specific
5. Interaction reviews are graded on clarity and accuracy of analysis; evidence of thoughtful interaction; adherence to directions (follow the guidelines above carefully); and demonstration of graduate level writing including mechanics (spelling, punctuation, grammar, etc.) Submit the assignment on or before the due date.

B. Point Papers (11)

Each student will submit 5 three page Point Papers summarizing the assigned topics for that days Lecture topic. The report must be submitted at the beginning of each class period due. First Point Paper: Ch. 1 Your Story and Journey to Authentic Leadership (George, p. 220), **due 8/29/13**; Second Point Paper: Ch. 2 The Risk of Losing Your Way (George, p. 221), **due 9/05/13**; Third Point Paper: Ch. 3 Your Greatest Crucible (George, p. 223) , **due 9/12/13**; Fourth Point Paper: Ch. 4 Knowing Your Authentic Self (George, p. 224), **due 9/19/13**; Fifth Point Paper: Ch. 5 Practicing Your Values and Principles (George, p. 226), **due 10/03/13**, Sixth Point Paper: Ch. 6 Your Motivations and Motivated Capabilities (George, p. 227), **due 10/17/13**; Seventh Point paper: Ch. 7 Building Your Support Team (George, p. 229), **due 10/27/13**; Eight Point Paper: Ch. 8 The Integrated Leader (George, p.231), **due 11/07/13**; Ninth Point Paper: Ch. 9 The Purpose of My Leadership (George, p.233), **due 11/14/13**; Tenth Point Paper: Ch. 10

Empowering Other Leaders (George, p. 234), **due 11/21/13**; and the Eleventh Point Paper: Ch. 11 Honing Your Leadership Effectiveness (George, p. 236), **due 12/05/13**.

C. Personal Leadership Development Plan Research Paper (1)

The Personal Leadership Plan is the culmination of the course studies on Transformational Leadership. It is your plan that you can use to guide your development and leadership growth implementation. You will use the outline and questions in George's "True North," pps 238-240 as a guide (it is not all inclusive and can be added too). The project will encompass all aspects of Leadership that we have discussed in this course. All of which will be the foundations for your philosophy of leadership. The project will consist of a 12 page paper that incorporates the concepts, methodology, and applications of ministry skills that are applicable to your Functional Area of Chaplaincy as it relates to Leadership. **Personal Leadership Development Plan Research Paper due 12/12/13**

Research Project Instructions:

For All Essays, Book Critiques, Point papers and Final Research Project see the Purdue Writing Lab for complete details on formatting and documenting your work using the Chicago Manuel of Style (CMS) Guidelines. We will be using **Parenthetical References (In-Text Citations) with Reference page Citations as set forth by CMS. We will not be using Footnotes or Bibliographical entries.** A quick reference to CMS guidelines can be found at the following URL: <http://owl.english.purdue.edu/owl/resource/717/01/>. The CIU Stylesheet follows these guidelines.

All essay assignments requires students to include two or three sources in the essay. The sources can provide historical, biographical, or cultural information. The purpose of the sources is to help analyze a text that you/we have read this term. The essay should encompass the rhetorical strategies that we have discussed in the proper construction of a graduate level academic essay.

Length: The essay/papers lengths are discussed in the above assignments. A complete page is considered just that, a complete page. Not ½, ¾, or 4/5 of a page... a complete page.

Sources: To complete this paper, students must use 2-3 sources to support or to refute their thesis. Sources **MUST** be reputable...in other words, going on the web through a search engine to find something is unacceptable. Students should go to the library to find source. Databases are acceptable for finding sources.

Use of Sources: Essay should have at least 2 direct quotes from 2 different authors. It also should have summarized/paraphrased material from all sources. The direct quotes **AND** the summarized/paraphrased material should have in-text citations.

Plagiarism: ANY IDEAS OR INFORMATION FROM ANOTHER SOURCE MUST, MUST, MUST HAVE A PARENTHETICAL REFERENCE (IN-TEXT CITATION). If you do not include these references, you will fail the paper because your paper will be plagiarized. Please be aware that direct quotes and summaries/paraphrases MUST have an in-text citation indicating where that particular quote, thought or idea came from!

Requirements: Apply the following requirements:

- Your essays should include **four** major sections: the **Title Page, Abstract, Main Body,** and **Reference Page Citations.**
- Times New Roman, 12 point font, 1 inch margins, double space, etc.
- Some Word programs now add extra spaces between paragraphs. **Please do NOT submit a paper with those extra spaces between paragraphs.** In the "Paragraph" box in Word, a choice exists to remove the extra spaces between paragraphs. Check that box to have normal spacing.
- Include page numbers on your paper with your last name one space before the page number in the top right-hand corner.
- Be sure that your Reference Page Citations list is as follows:
 - All entries are in alphabetical order
 - If the first word is "the," then check your formatting for how "the" should be moved to the end of the title.
 - Double space all entries and all parts of entries. Do NOT add more spaces.
 - Use "hanging indent" for all entries
 - Do not number the entries. Do NOT use the "helps" in Word. They are inaccurate.
 - The CMS Guideline rules for including the URLs have changed. Be sure to follow the current rules.

Helps: For help with CMS Guideline formatting, use

- Purdue Online Writing Lab... CMS Guidelines
<http://owl.english.purdue.edu/owl/resource/717/01/>
- CIU library and librarians
- Citationmachine.net.

Grading Assessment Rubric

All writing assignments will be evaluated and graded on the basis of demonstration of knowledge and comprehension, analysis, synthesis, application, organization of ideas, and evidence that supports the paper's argument.

The "A" Paper will demonstrate all of the following qualities:

- Evident understanding of the theories and material covered in the course
- Comprehension of theoretical issues and controversies, including particular theorists' views
- Analysis of theories, including identification of relevant concepts and use of appropriate terms
- Synthesis of concepts with clear connections between and among ideas
- Appropriate references to material from the texts that support the thesis as per CMS
- Adequate length with coherence, unity, and sufficient detail
- Few spelling or grammatical errors, none of which seriously detract from the paper

The "B" Paper will demonstrate all of the following qualities:

- A clear understanding of the theories covered in the course, but may exhibit some misinterpretation
- Comprehension of theoretical issues and controversies, including particular theorists' views, though there may be some misunderstanding of a theorist's argument
- Analysis of theories, including identification of relevant concepts and use of appropriate terms, though some of these components may be missing
- Synthesis of concepts with clear connections between and among ideas, though the connections may not be fully developed
- As per CMS appropriate references to material from the texts that support the thesis, although additional text references would have added value
- Less than adequate length or minor deficiencies in coherence, unity, or detail
- Some spelling or grammatical errors, few of which seriously detract from the paper

The "C" Paper will demonstrate three (3) or more of the following qualities:

- A less adequate understanding of the theories covered in the course than was true of the "B" paper, with some significant misinterpretation
- Uneven comprehension of theoretical issues and controversies, with repeated misunderstandings of particular theorists' views
- Weak analysis of theories that lacks identification of a significant component or appropriate use of key terms
- Weak synthesis of concepts, lacking clear connections between and among ideas
- Less than adequate references to material from the texts to support the thesis
- Insufficient length, coherence, unity, or detail
- A number of spelling or grammatical errors, some of which seriously detract from the paper

The "D" Paper will demonstrate three (3) or more of the following qualities:

- Vague understanding of theories covered in the course, with persistent misinterpretation
- Little comprehension of theoretical issues and controversies, with persistent misunderstandings of particular theorists' views
- Omission of relevant concepts and/or inappropriate use of key terms
- Little or no synthesis of concepts, lacking connections between and among ideas
- Inadequate references to material from the texts to support the thesis
- Inadequate length, coherence, unity, or detail
- Many spelling or grammatical errors, which seriously detract from the paper

Any paper that demonstrates three (3) or more of the following qualities will receive in "F":

- Minimal understanding of theories covered in the course, with frequent misinterpretation and little evidence that the material was read as directed
- Lack of synthesis of ideas that would demonstrate insight and interpretation
- Little comprehension of theoretical issues and controversies, with persistent misunderstandings of particular theorists' views
- Omission of basic concepts and/or erroneous use of key terms
- Lack of synthesis of concepts that would demonstrate connections between and among ideas
- Lack of appropriate references to material from the texts to support the thesis
- Inadequate length
- Complete lack of coherence, unity, or appropriate detail
- Many spelling and grammatical errors which render the paper's meaning and purpose incomprehensible

Note: Any paper proven to contain plagiarized material will receive an "F."

Grading Scale:

A	=	95 - 100	C	=	77 - 79
A-	=	92 - 94	C-	=	74 - 76
B+	=	89 - 91	D+	=	71 - 73
B	=	86 - 88	D	=	68 - 70
B-	=	83 - 85	D-	=	65 - 67
C+	=	80 - 82	F	=	0 - 64

Graded Events

Class Participation	10%	Point Papers	30%
Book Critiques	20%	Final Research Project	40%

Course Workload

Class	45 Hours
Readings	25 Hours
Point Papers	30 hours
Homework Projects	20 Hours
Final Research Paper	<u>15 Hours</u>
Total 135 Hours	

Academic Integrity Policy:

Students are expected to uphold the highest standards of academic integrity with regard to their own work. If a student is found cheating on the exams, quizzes or vignettes (obtaining answers from other students, books or aids, etc.) they will receive an “F” for that event and consideration toward being dropped from the course will be reviewed. Obtaining assistance in the form of support, editing, or discussion from the GA or one’s peers is allowed for assignments and papers.

Plagiarism, regardless of intent, is the presentation of words or ideas of another as one's own. When sentences, ideas, conclusions, examples, and/or organization of an assignment are borrowed from a source (a book, an article, another student's paper, tapes, etc.) without acknowledging the source, this constitutes plagiarism. Plagiarism and cheating will result in academic penalty, which may include failure of the assignment or of the course. Further disciplinary action may also result. If a student self-reports impropriety or cheating, the situation can be better assessed and ameliorated on a case-by-case basis.

Attendance Policy:

Students are expected to attend each scheduled class meeting, to be on time, and to be prepared for each class session. CIU’s attendance policy allows two (2) unexcused absences per semester. More than two absences require written permission from a physician, the academic dean, or the course instructor. The University attendance policy also specifies that students may not miss more than 25% class meetings no matter the reason. If absences exceed this number, then students will receive an “F” for the class. Three tardies count as one unexcused absence. Students are encouraged to become familiar with the catalog’s attendance policies to more fully understand the policies in this class.

Class absences will affect your class participation grade. Quizzes, homework, and participation points cannot be made up except in the case of extreme illness or loss. Students who fail to attend 90% of the class will be counted as absent for that class. Students are also required to visit the Moodle course site and complete activities posted in the course as required in the Assignment Sheet.

In an effort to develop high professional standards, no late work will be accepted unless prior arrangements with the professor have been made. All requests for extensions must be made via email (or otherwise in writing) at least one week prior to the due date for the work. No late work will be accepted unless the circumstances are dire and unusual. In order to make up work you first must have an excused absence with appropriate documentation from a physician, an attorney, or a law enforcement agency.

If you miss a class, for whatever reason, you are responsible for finding out from a classmate what material was covered and what homework was assigned. Do not email me concerning what you missed; consult the course schedule or speak with a classmate to obtain notes or assignment information. Additionally, you cannot submit assignments late because you missed the class period when the assignment was given or when the assignment was due.

Unless otherwise noted, all assigned work is **due at the beginning of class on the date they are due!** Emailed copies when accepted will be based on the time stamp of the email sent with the attachment.

- Exams:** Make-ups only when scheduled/approved in advance or with proper documentation (note from physician, etc.)
- Research Paper:** Late work accepted only when scheduled/approved in advance or with proper documentation (note from physician, etc.)

Late Work Policy:

In order to earn full credit for assignments, students must submit each assignment within the first ten minutes of the class period. Technology failures (“my printer died” or “I ran out of ink” or “The library just opened”) are not a reason for late work or tardiness to class. Students are responsible for managing their time and submitting work on time. Essays **MUST** be submitted on time even if a student is absent. Submission into Moodle before class begins is an acceptable submission **IF** the student is absent that day. In the next class period, however, the student **must** turn in a hard copy submission or a late penalty will be applied. Late penalties are one letter grade (9 pts) per class that an assignment is late.

Disability Services Policy:

Students with physical, emotional, ADHD, or learning disabilities needing academic accommodations should make requests through the Academic Success Center. These requests will be kept confidential and will be used only to provide academic accommodations. Because many accommodations require early planning, requests should be made as early as possible. The Academic Success Center is located on the first floor of Rossi Student Center (807-5611 or e-mail academicsuccess@ciu.edu). If you already receive services through ASC please contact me so that we can make your academic experience in this class as successful as possible.