

Course: MBA-624 E & NE Ethical Leadership  
Credit: 3 Semester Hours  
Semester: Fall 2021, Cycle 2  
Time: Class meets eight (8) times: W 8/25, 9/1, 9/8, 9/15, 9/22, 9/29, 10/6, 10/13  
Course in session: August 25 – October 13, 2021  
**Acquire books and complete assignments on time! See Canvas for Due Dates.**  
Wednesday night: 6:00 p.m. to 9:00 p.m.

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## I. DESCRIPTION

This course is designed to challenge graduate students to examine and to apply biblical leadership to all of their processes. Leadership is a process and not merely a role. Students will learn to evaluate this process from a biblical viewpoint and to choose Christ-honoring influence processes.

*This is a blended class, meaning that both campus and online students take this class together. Campus students attend the classes in person, online students attend the classes via the online classroom. All interaction and assignments for campus and online students are done in the online classroom.*

\* The instructor reserves the right to make changes to this syllabus at any time during the course, but any changes made will only be done after clearly communicating the need for the change and the specific change to be made via in-class announcement and Canvas announcement.

## II. OBJECTIVES

A. General competencies to be achieved. You will:

1. Describe distinctions of biblical leadership from other systems and continually develop a leadership plan that implements those differences.
  - a. Program Objectives 5

- b. Assignments A, B, C, D
  2. Compare leadership and behavior theory using biblical models.
    - a. Program Objectives 2 & 3
    - b. Assignments A, B, C, D
  3. Appraise and determine organizational needs and the appropriate leader reaction.
    - a. Program Objective 1
    - b. Assignments A, B, C, D
  4. Design basic systems to streamline employee and volunteer followership.
    - a. Program Objectives 3 & 4
    - b. Assignments A, B, C, D
- B. Specific competencies to be achieved. You will:
1. Formulate a reaction plan for organizational influence.
    - a. Program Objectives 3, 4, & 5
    - b. Assignments C
  2. Integrate basic steps needed for change.
    - a. Program Objective 4
    - b. Assignments A, D
  3. Formulate reward systems appropriate to specific types of organizations.
    - a. Program Objectives 1 & 2
    - b. Assignments A, B, C, D
  4. Envision the future of leadership in student's ministry and/or workplace.
    - a. Program Objective 5
    - b. Assignments A, B, C, D

### III. REQUIREMENTS

- A. Attendance of all classes or viewing/listening to all recorded lectures.
- B. Read text, complete assignments on time, and participate in class discussion and activities.
- C. Completion of course materials according to the prescribed schedule detailed in the Canvas Learning Environment.
- D. Complete final exam.
- E. Course Policies:

*Students with disabilities have the responsibility of informing the Accommodations Support Coordinator ([aso@calvary.edu](mailto:aso@calvary.edu)) of any disabling condition that may require support.*

*Plagiarism is defined as copying any part of a book or paper without identifying the author. This also includes taking another person's ideas and presenting them as your own. This instructor uses software that detects plagiarism.*

Organization Development/MBA students write papers according to the *Publication Manual of the American Psychological Association*, Seventh edition (APA Manual). The instructor suggests that students acquire the manual or resources to produce correct formatting.

*The Clark Academic Center (learning@calvary.edu) is dedicated to providing free academic assistance for Calvary University students. Student tutors aid with all facets of the writing process, tutor in various subject areas, prepare students for exams and facilitate tests. Please take advantage of this service.*

Late coursework submissions will have a 10% deduction. Work submitted more than one week late will be reduced 5% for each day beyond one calendar week. Students are encouraged to submit work on time.

#### IV. METHODS

- A. Lecture
- B. Reading assignments
- C. Written Assignments
- D. Student Participation – Online Discussion forum
- E. Final Paper – *Leadership Plan*

#### V. MATERIALS (Required)

- A. The Holy Bible, [www.biblegateway.com](http://www.biblegateway.com), Price: \$0  
The Bible is a required textbook in every course at Calvary University. To facilitate academic level study, students are required to use for assignments and research an English translation or version of the Bible based on formal equivalence (meaning that the translation is generally word-for-word from the original languages), including any of the following: New American Standard (NASB, English Standard Version (ESV), New King James (NKJV), or King James (KJV). Other translations and versions based on dynamic equivalence (paraphrases, and thought-for-thought translations like NLT and NIV) may be used as supplemental sources. Please ask the professor if you have questions about a particular translation or version.

B. Other Textbooks:

Blackaby, H., & Blackaby, R., (2011). *Spiritual leadership: Moving people on to God's agenda*. Nashville, TN: Broadman & Holman. ISBN: 978-1433669187. Retail Price: \$12.11.

Kotter, J. (1996/2012). *Leading change*. Harvard Business Press. ISBN: 978-1422186435. Retail Price: \$27.95.

Wren, J. Thomas. (1995). *The leader's companion: Insights on leadership through the ages*. NY, NY: The Free Press. ISBN: 978-0028740911. Retail Price: \$15.03.

VI. **COURSE ASSIGNMENTS – Read Carefully!! Students are advised to begin assignments well before the due dates.**

A. Students are to read course texts. However, (1) *Spiritual Leadership: Moving People on to God's Agenda*; and (2) *Leading Change* must be read first. Students must write a reflection/interaction on both texts. It is recommended this reflection include some (not all) of the meaningful content the student found while reading each book. Choose a subject or topic useful to the student's current leadership role(s). For this assignment, please use titles and subheadings to promote organized themes. As a guide, students should expect to write approximately 2,000 + words of total text for each these two books. Students may write more. This is intended to guide the student's academic effort rather than as an absolute standard; however, reflection papers below the minimum word count are not thorough enough. **See Canvas for Due Dates.**

B. Next, read the following sections (there are multiple articles in each section) from *The Leader's Companion: Insights on Leadership Through the Age*:

Part I

Part IV

Part VI

Part IX

Part X

**Choose a specific leadership topic of your personal interest from the assigned Parts.** These assigned parts include a variety of authors. (Please check the Table of Contents if you are unsure about the contents of the assigned Parts). Write a 1,750-to-2,500-word paper that compares and

contrasts the widely varied views about a “topic of your personal interest” from the readings. Students must also compare and contrast these authors to the biblical view. When quoting the thoughts and ideas of others, PLEASE BE SURE TO CITE AUTHORS TO ENSURE CLARITY AND TO AVOID PLAGIARISM. In the conclusion of this assignment, the student may, if desired, compare the final analysis with the Blackaby leadership reading from the previous assignment (A.). Students may write more than the 2,500-word count, if he/she feels the need to write more. The word count is intended to be a guide rather than an absolute standard; however, reflection papers below the minimum word count are not thorough enough. **See Canvas for Due Date.**

- C. Student Participation – Engage in discussion questions found in Canvas Forum online. Students must participate in discussion questions weekly. Students must answer instructor’s questions at a minimum to receive any credit. For full credit, students must respond to classmate posts too. Students should post at least three times a week while class is in session. Class size may adjust these requirements. **Assignment due: weekly** (*Look for the first discussion question to be posted the week before the class starts*) **See Canvas for Due Dates.**
- D. **Prepare a personal leadership plan.** As a minimum this written assignment will be 3,000 words containing at least five sources. Throughout your paper, make clear references to the origins of your learning by citing references as appropriate. DO NOT PLAGIARIZE. Recommended: This plan should be reviewed by the student post-course for reflection and revision. **See Canvas for Due Date.**

## VII. TENTATIVE CLASS SCHEDULE

Date/Week	Class Topic Description
<b>8/25</b>	<ul style="list-style-type: none"> <li>• Course Introduction</li> <li>• Christian Leadership vs Biblical Leadership</li> <li>• Leadership Model(s)</li> </ul>
<b>9/1</b>	<ul style="list-style-type: none"> <li>• Biblical Leadership</li> <li>• What is Influence?</li> </ul>
<b>9/8</b>	<ul style="list-style-type: none"> <li>• Important Conversations</li> <li>• Leading Change</li> </ul>
<b>9/15</b>	<ul style="list-style-type: none"> <li>• Organizational Communication Theory</li> <li>• The Wisdom of Teams</li> </ul>

<b>9/22</b>	<ul style="list-style-type: none"> <li>• The Effects of Words, Leading, &amp; Conflict</li> <li>• Ethics</li> </ul>
<b>9/29</b>	<ul style="list-style-type: none"> <li>• Applied Influence to Leadership Models</li> <li>• Survey of biblical leadership scholarship</li> </ul>
<b>10/6</b>	<ul style="list-style-type: none"> <li>• Special Issues</li> <li>• Additional Models of Leadership</li> </ul>
<b>10/13</b>	<ul style="list-style-type: none"> <li>• Compare/contrast Biblical Leadership</li> <li>• More Important Conversations</li> </ul>

### VIII. Course Grading

Text Reading Reflections (2) - A	40%
Critical Evaluation Paper – B	15%
Discussion Questions – C	10% (late participation downgraded)
Final Paper, Leadership Plan – D	35%

### IX. BIBLIOGRAPHY (Works cited during lectures)

Avolio, B. J., & F. J. Yammarino (2002), *Transformational and charismatic leadership: The road ahead*. Bingley, UK: Emerald Group Publishing Limited.

Bolman, L. & Deal, T. (1984). *Modern approaches to understanding and managing organizations*. San Francisco: Jossey-Bass.

Burns, J. M. (1978). Transactional and transforming leadership. In J. T. Wren (Ed.) (1995), *The leader's companion: Insights on leadership through the ages* (pp. 100-101). New York: The Free Press.

Chemers, M. (1984). Contemporary leadership theory. In J. T. Wren (Ed.) (1995), *The leader's companion: Insights on leadership through the ages* (pp. 83-99). New York: The Free Press.

Clawson, J. (2006). *Level three leadership: Getting below the surface* (3rd Ed.). Upper Saddle River, NJ: Pearson Prentice Hall.

Couto, R. A. (1993). The transformation of transforming leadership. In J. T. Wren (Ed.) (1995), *The leader's companion: Insights on leadership through the ages* (pp. 102-107). New York: The Free Press.

Day, D. (2000). Leadership development: A review in context. *Leadership Quarterly*, 11(4), pp. 581-613.

- Goleman, D. (1995). *Emotional intelligence: Why it can matter more than IQ*. New York: Bantam.
- Greenleaf, R. (1977). *Servant leadership*. Mahwah, NJ: Paulist Press.
- Hill, A. (2008). *Just business: Christian ethics for the marketplace*. (2<sup>nd</sup> Ed.). Downers Grove, IL: InterVarsity Press.
- Hughes, R., Ginnett, R., & Curphy, G. (2012). *Leadership: Enhancing the lessons of experience*. (7<sup>th</sup> ed.) NY: McGraw-Hill.
- Katzenbach, J. (2006). *The Wisdom of Teams* (2<sup>nd</sup> Ed.). New York, NY: HarperCollins Publishers.
- Kubicek, Jeremie. (2011). *Leadership is dead: How influence is reviving it*. New York, NY: Howard Books.
- May, S. & Mumby, D. (2005). *Engaging Organizational Communication Theory & Research*. Thousand Oaks, CA: Sage Publications.
- Patterson, K, Grenny, J, McMillan, R, & Switzler, A. (2002). *Crucial conversations: Tools for talking when stakes are high*. New York, NY: McGraw-Hill.
- Pfeiffer, J. W., & Jones, J. E. (1974). *A handbook of structural experiences for human relations training, vol. 1* (revised). San Diego, CA: University Associates Press.
- Rhoades, L., Eisenberger, R., & Armeli, S. (2001). Affective commitment to the organization: The contribution of perceived organizational support. *Journal of Applied Psychology*. 86(5), p. 825-836. doi: 10.1037//0021-9010.86.5.825.
- Segal, J. (1997). *Raising your emotional intelligence: A practical guide*. NY: Henry Holt.
- Tripp, P. (2000). *War of words: Getting to the heart of your communication struggles*. Phillipsburg, NJ: P & R Publishing Company.
- Tsui, A., & Ashford, S. (1994). Adaptive self-regulation: A process view of managerial effectiveness. *Journal of Management*. 20, pp. 93-121.
- Yukl, G. (2012). *Leadership in organizations*. (5<sup>th</sup> ed.). Upper Saddle River, NJ: Prentice Hall.

## RUBRIC FOR THE EVALUATION OF WRITTEN ASSIGNMENTS

CRITERIA	NEEDS IMPROVEMENT Minimum Points	SATISFACTORY Medium Points	EXCEPTIONAL Maximum Points
<b>CONTENT</b> 75%	The writer does not demonstrate cursory understanding of subject matter, and/or the purpose of the paper is not stated clearly. The objective, therefore, is not addressed and supporting materials are not correctly referenced.  <i>48.9 or FEWER POINTS</i>	The writer demonstrates limited understanding of the subject matter in that theories are not well connected to a practical experience or appropriate examples, though the attempt to research the topic is evident, and materials are correctly referenced.  <i>49 to 65.9 POINTS</i>	The writer demonstrates an understanding of the subject matter by clearly stating the objective of the paper and links theories to practical experience. The paper includes relevant material that is correctly referenced, and this material fulfills the objective of the paper.  <i>66 to 75 POINTS Grade:</i>
<b>ORGANIZATION</b> Including Readability & Style 20%	Paragraphs do not focus around a central point, and concepts are disjointedly introduced or poorly defended (i.e., stream of consciousness). The writer struggles with limited vocabulary and has difficulty conveying meaning such that only the broadest, most general messages are presented.  <i>15.9 or FEWER POINTS</i>	Topics/content could be organized in a more logical manner. Transitions from one idea to the next are often disconnected and uneven. Some words, transitional phrases, and conjunctions are overused. Ideas may be overstated, and sentences with limited contribution to the subject are included.  <i>16 to 18.9 POINTS</i>	The writer focuses on ideas and concepts within paragraphs, and sentences are well-connected and meaningful. Each topic logically follows the objective and the conclusion draws the ideas together. The reading audience is correctly identified, demonstrated by appropriate language usage (i.e., avoiding jargon and simplifying complex concepts). Writing is concise, in active voice.  <i>19 to 20 POINTS Grade:</i>
<b>FORMAT</b> 4%	The paper does not conform to Turabian or APA style. Students must use one or the other correctly.  <i>0 POINTS</i>	The paper does not conform completely to Turabian or APA style (e.g., margins, spacing, pagination, headings, headers, citations, references, according to the appropriate style guide).  <i>Up to 2 POINTS</i>	The paper is correctly formatted to style (e.g., margins, spacing, pagination, headings, headers, citations, references, according to the <i>appropriate style guide</i> ).  <i>2.1 to 4 POINTS Grade:</i>
<b>GRAMMAR, PUNCTUATION, &amp; SPELLING</b> 1%	The writer demonstrates limited understanding of formal written language use; writing is colloquial (i.e., conforms to spoken language). Grammar and punctuation are consistently incorrect. Spelling errors are numerous.  <i>0 POINTS</i>	The writer occasionally uses awkward sentence construction or overuses and/or inappropriately uses complex sentence structure. Problems with word usage (e.g., evidence of incorrect use of Thesaurus) and punctuation persist causing difficulties with grammar.  <i>0.5 POINTS</i>	The writer demonstrates correct usage of formal English language in sentence construction. Variation in sentence structure and word usage promotes readability. There are no spelling, punctuation, or word usage errors.  <i>1 POINT Grade:</i>