

**Loyola Institute for Ministry  
Loyola University New Orleans**

**Leadership in Ministry**

**DRAFT**  
**Subject to change. Full  
syllabus available in Canvas  
week of March 11, 2024.**

**RELM-C430-YZ1  
Syllabus**

**Spring 2024**

**Instructor:** Emily Jendzejec, Ph.D.  
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**Office Hours:** By appointment, email me to set  
up a meeting

Important! You will be notified by email to your Loyola email address when your course web site is available (normally the week before class begins). Please reply to the instructor's email when you receive it to confirm that you are ready to begin the course.

**Course Description**

This course offers a foundation for each student's development of leadership skills used in the practice of ministry. It considers the qualities, practices, and responsibilities of effective leaders, with theological reflection on those leadership concepts in light of Christian values. It will enhance students' capacities to become more reflective practitioners of the ministry of leadership.

**Learning Outcomes**

Upon successful completion of this course, you will be able to

- identify five practices of effective leaders as identified in the research of Kouzes and Posner.
- describe communication skills and other factors that foster trust in a team.
- apply principles of effective communication, goal-setting, and other leadership techniques to become Christian leaders.
- describe the qualities of servant leaders and relate those to gospel values.
- articulate a personal philosophy of leadership.

**Required Texts**

*Please order the required text as soon as possible from the [Loyola Bookstore](#) or another bookstore of your choice. The two required texts are available for free in digital format via links*

in the Canvas course.

Blanchard, Ken, and Renee Broadwell, editors. *Servant Leadership in Action*. Berrett-Koehler, 2018. Hardcover print edition ISBN 978-1-5230-9396-0; PDF e-book ISBN 978-1-5230-9397-7. (E-book is available in Canvas.)

James Kouzes and Barry Posner, editors. *Christian Reflections on the Leadership Challenge*. John Wiley & Sons, 2004. ISBN 978-0-787-98337-6. (E-book is available in Canvas; e-book is also available to check out on the [Internet Archive library](#); you must set up a free account to read the book online for 1 hour increments:)

Additional readings and media as included in the Canvas course.

## Course Requirements and Evaluation

The writing assignments in the course are designed to help you to achieve the Learning Outcomes listed above. Specifics on the content and length requirements for each are listed in the Canvas course.

### Assessment

Each student's final grade will include the following parts:

		Percentage of Grade
1	Substantive participation in weekly discussions	45%
2	Emotional Intelligence Development Plan	8%
3	Analysis of a Meeting	8%
4	Assess Your Progress Toward Increased Emotional Intelligence	8%
5	Prayer Journal	6%
6	Personal Philosophy of Leadership Paper	25%
<b>Total</b>		<b>100%</b>

### 1) Discussions (45%)

As in all RELM courses, the strength of our program is the intentional learning community and its ongoing invitation to disciplined conversation. Through the online courses you will be part of an intentional learning community that will carry on extended and disciplined conversation by way of the internet.

A discussion is an "asynchronous" or time-independent application. This means that generally you will have no set times or schedules when you must be in class on any particular day. It is up to you to determine when to log in and post during the course of a week, within the parameters of the given weekly deadlines. We do expect that you will log in to this class several times a week to read the comments of your instructor and fellow students and to post your required comments. Except for the last week, each weekly session runs from 12:01 a.m. US Central Monday until 11:59 p.m. Central the following Sunday. Late posts are subject to reduced grade or to a grade of 0. Please consult with your professor about any foreseen or unforeseen absence from the course.

Each week I will select Discussion Leaders to help initiate the flow of our conversation. The task of the Discussion Leader is simply to post first. S/he will essentially begin the conversation around the given question(s) for the week by posting her response to the session question; everyone else assigned to that group will respond on that same thread. In at least one of your responses, you will also offer your own reflections on the question (perhaps in addition to your response to the discussion question). Each week you will be able to earn four points for each question, for your weekly participation; this includes your response to the assigned question(s), as well as the thoughtful replies you are asked to make to your colleagues' posts.

All students are expected to contribute at least three substantive responses for each question (150-300 words each). Lead students post their initial reflections by Wednesday; everyone who is not a lead student should post at least once by Friday.

There will be two **optional synchronous zoom classes** during the course. To participate, students will need access to a computer with a web camera and microphone, and earphones or earbuds. More information will be included in the Canvas course. There will also be one **required small group meeting** during the course. More information will be included in the Canvas course.

### *Posting*

Contributions to Discussions should be the fruit of, and therefore demonstrate, a critical engagement with the course assignments. To achieve this, you are asked to note comments, questions, observations, reflections, insights that surface as the natural result of thoughtful reading. Your weekly postings should be substantive and respect the word limit posted for each week's questions. A substantive response will include both your own reflections on the question and some interaction with course materials you're your fellow students' reflections.

Please include references to the course materials to indicate this interaction; include a parenthetical reference with at least the name of the material or the author and, if possible a page number (e.g., Cooke 15; Clifford video). Please also alert your readers when you refer to other outside sources, such as other books or websites.

Your replies to your colleagues should also be substantive: "I agree" or "I like what you posted" or something similar is not a substantive comment. Please articulate what about their posting is compelling to you, the connections you make with the assigned material for the week, and why you consider their comment relevant, challenging, important, etc. Ideally, each discussion thread will become a conversation. (If you have a comment that you would like to make to a colleague that is not related to the discussion, you may either post it in the "Student Lounge" Discussion (accessible from the course homepage) or send an email to the student via the People section of the course.)

### *Asking Questions*

One of the most effective tools of a good online discussion is the question. Communication in the online medium can be easily misinterpreted. It can be challenging to effectively convey tone and nuance in an online discussion. This can sometimes lead to misunderstanding, conflict and frustration in the learning group. But this does not have to be the case! When in doubt

about the meaning of a posting, please ask questions before making assumptions or jumping to conclusions. Even if the meaning seems straightforward, it is good practice to ask follow-up questions and/or questions for clarification. Questions will also help to discussions deepening our conversations and reflections.

In sum, what should your Discussion posts look like?

- Your posts should always be substantive, meaning focused, succinct, and worth reading. Keep in mind that we all have to read these posts!
- Your posts should bring your own experience into conversation with our course materials and with what the other members of the learning community are saying, and they should always directly address the question at hand.
- Your responses should also be critical, meaning that the conversation should also generate questions, requests for clarification, and other methods of deepening the discussion. As you can see, remarks like “I loved your post” or “I agree wholeheartedly” are NOT substantive posts!

In addition to being substantive, our online conversations should also be authentic—that is, anything that you say online should be something that you would say if we were all sitting around a table in a physical room.

## **2) Emotional Intelligence Development Plan (8%)**

In a 500-750 word essay, first assess your own Emotional Intelligence by considering your strengths and areas for growth. Complete instructions can be found in Canvas.

## **3) Analysis of a Meeting (8%)**

You are asked to observe a meeting (ideally, one in a ministry context but any team or group meeting may be used) and assess the effectiveness of the meeting. Complete instructions can be found in Canvas.

## **4) Assess Your Progress Toward Increased Emotional Intelligence (8%)**

Review your assessment of your own strengths and areas for improvement in Emotional Intelligence, then write a 500-750 word essay on your progress toward those goals. Complete instructions can be found in Canvas.

## **5) Prayer Journal (6%)**

Share the paragraphs you composed each week on your experiences and reflections in the prayer sessions. Complete instructions can be found in Canvas.

## **6) Personal Philosophy of Leadership Paper (25%)**

In a 6-8 page paper, write an essay describing what you consider essential for effective leadership that is congruent with Christian values. Complete instructions can be found in Canvas.

## Grading Scale

A	93-100	B+	87-89.9	C+	77-79.9	D	65-69.9	F	64.9 or below
A-	90-92.9	B	83-86.9	C	73-76.9				
		B-	80-82.9	C-	70-72.9				

## Sequence of Topics/Calendar of Assignments

Week	Topic	Assignments
Week 1: 3/18–3/25	Introduction to Leadership in Ministry	Complete readings, videos, Personal Introduction, Leadership Description
Week 2: 3/26 – 4/1	Emotional Intelligence Easter Holiday 3/25 – 4/1 (Note to EJ: This course will require that students work through this week.)	Complete readings, videos, Interview, Development Plan, Emotional Intelligence activity
Week 3 4/2 – 4/8	Model the Way	Complete readings, videos, Discussion Questions 1 and 2; attend synchronous class meeting (optional)
Week 4: 4/9 – 4/15	Inspire a Shared Vision	Complete readings, videos, Meeting Analysis, Discussion Question
Week 5: 4/16 – 4/22	Challenge the Process	Complete readings, videos, Discussion Questions 1 and 2; begin research
Week 6: 4/23 – 4/29	Empower Others to Act	Complete readings, videos, Discussion Questions 1 and 2; attend synchronous class meeting (optional)
Week 7: 4/30 – 5/6	Encourage the Heart	Complete readings, videos, Personal Assessment, Discussion Question
Week 8: 5/7 – 5/8	Conclusion and Final Assignments	Complete readings, spiritual formation journal; submit final paper

April 17: Deadline for posting mid-term grades by 11:59 PM

May 14: Deadline for posting final grades by 11:59 PM

## Course Policies

### Incomplete Grade Policy

Students are subject to the university policy regarding incomplete grades with the following additions to university policy. Grades of Incomplete are given at the instructor's discretion. Students must complete LIM's Incomplete Grade Request Form found in the Resources » Policies, Forms, & Services section of their Canvas course. Students should first inquire of their instructor whether or not they are eligible for an incomplete; this must occur with sufficient time to complete the process explained here. To be eligible, students may not have received an Incomplete in the previous

semester, must have completed at least 75% of the course work to date, and must have at least a C or above in the course. After the instructor makes an initial assessment of eligibility, including checking with the LIM Office to ensure there was no Incomplete in the previous semester and finds the student eligible, by the due date of the course's final assignment, a student must complete and obtain all signatures for LIM's Incomplete Grade Request Form found in the Resources section of their Canvas course and submit it to their instructor, who will forward a copy to the LIM Director. LIM graduate students may not receive Incompletes in LIM courses in consecutive semesters.

### **Attendance & Participation**

Students in online courses communicate their presence by active participation in weekly discussions. Each course's instructor sets requirements for how many times students must post on the Discussion Board in Canvas. Failing to post during the first week of class may result in removal from the course. If you foresee that you will be unable to post in a given week, please contact the instructor ahead of time. Extensions for posting are given at the instructor's discretion and for a valid reason may be granted if arranged ahead of time. In extraordinary circumstances, students may arrange with their instructor to post up to two weeks after a deadline, though this may entail a grade reduction. Posts and other assignments submitted more than two weeks late may be subject to a grade of zero. If students do not post in a given week, they are considered absent. Absence for more than one week without contacting the instructor may result in removal from and failure of the course.

### **University Policies**

Please read Part 2 of the syllabus (located on LORA and in Canvas) for university policies on plagiarism, accessible education, and more.