

CHAMINADE UNIVERSITY OF HONOLULU
RE 390/490 Transformational Leadership
Spring Day Term: January 8-April 27, 2024
Instruction: Online

Instructor: Dr. Malia D. Wong, O.P.
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COURSE OVERVIEW

Course Description

Transformational leadership begins with recognizing and understanding one's own giftedness in the image of Christ to authentically respond to opportunities to serve and lead for the greatest good of the world. Building upon the servant leadership examples of biblical leaders, Chaminade's Marianist founders and other contemporary Christian models, this course is designed to equip students with the purpose-centered skills, principles, attitudes and practiced experience needed to become transformational leaders of tomorrow whether it be among their peers, in their families, church communities, workplace, graduate school, or in public service. Offered annually.

Prerequisites

RE 103, RE 205, or RE 211. Having fulfilled these prerequisites, students will have the stepping stones to delve further into this specialized course of study. This course satisfies the 300-level Religious Studies General Education Core requirement. For Religious Studies majors, this course may be in lieu of RE 490 Senior Seminar if additional requirements are met.

Orientation

In Paul's letter to Timothy he commissions, "So you, my child, be strong in the grace that is in Christ Jesus. And what you heard from me through many witnesses entrust to the faithful people who will have the ability to teach others as well." (II Timothy 2:2) Who are you? What are the unique gifts you have been entrusted with? What is the difference between a transactional leader and a transformational leader? How do leaders move from the personal one to the empowering of the many? What areas of social justice are you passionate about and how can you deepen your service to the local community and beyond?

In this course students will be taught and mentored in ways engaging both their hearts and minds to become greater stewards, leaders and active citizens in society.

Methodology

This class is designed to complement student learning as they engage in their selected community service and/or field experience, work, or through Chaminade's various ministries and organizations such as Service Learning, Campus Ministry and OSAL, etc. through interactive, creative processing and visioning, and cooperative learning. The format integrates lectures, film, large and small group discussions, individual meetings, periods of self-reflection, journaling, student research and presentations. Documentation will be kept in a portfolio to be presented at the end of the semester.

This course will be delivered entirely online via the course management system Canvas (<http://chaminade.instructure.com>) The role of the instructor in a course that operates in an online environment is to facilitate and invite discussion. The instructor will present additional material not in the text or assigned readings, clarify material contained in the text and encourage students to engage in critical thinking.

Required Texts

- *Bible* – one of the following versions: New American, New Revised Standard with Apocrypha, New Jerusalem with Apocrypha; http://www.vatican.va/archive/ENG0839/_INDEX.HTM
- Sipe, James. And Don Frick. *Seven Pillars of Servant Leadership*. Mahwah, NJ: Paulist Press, 2009. ISBN: 978-0-8091-49261 Hiltibidal, Scarlet.
- Others, via Canvas board as instructed

For Further Reading:

- Ciulla, Joanne B. *Ethics, the Heart of Leadership*. West Port, CT: Praeger, 2004.
- Eyal, Nir. *Indistractable*, Dallas, TX: BenBella Books, 2019
- Say, Rosa. *Managing with Aloha*. <http://www.managingwithaloha.com/>

Library: Chaminade library (www.chaminade.edu/library)

Course Requirements:

- ◆ Internet connection (DSL, LAN, or cable connection desired)
- ◆ Access to Canvas
- ◆ Familiarity with Microsoft Word and Microsoft Powerpoint

In the event that technical difficulties disrupt access or utilization of the web board, the instructor may elect to utilize e-mail to conduct discussions and maintain dialogue.

Client Services/Technical Support: For technical questions: contact the Chaminade Tech Support at cstechsupport@chaminade.edu

Tutoring and Writing Services: Chaminade offers free one-on-one tutoring and writing assistance to all students on campus at Kōkua `Ike: Center for Student Learning from trained peer and professional tutors. Free online tutoring is also available via TutorMe from your Canvas account. For more information, contact Kōkua `Ike at tutoring@chaminade.edu or 808-739-8305.

COURSE OBJECTIVES

“The mission of the Religious Studies discipline is to foster an understanding of human responses to the sacred that invite personal and communal commitment to faith in action and spiritual growth.”
-Mission Statement, Religious Studies Department

LEARNING OUTCOMES

General Education Learning Outcomes (GELO's)

The Value Learning Outcome students will gain from this course lies under the category of Education for Service, Justice & Peace of the Marianist Values.

Students will be able to evaluate and articulate the social and ethical dimensions of service, justice and peace in the context of their particular course and field, or discipline of study.

Program Learning Outcomes (PLO's)

Students successfully completing the Religious Studies program will be able to:

1	Utilize the key concepts of Catholic theology in a critical reflection on integral human experience.
2	Engage in respectful dialogue on religious meaning in our globalized, multicultural society.
3	Employ understanding of interfaith traditions and behavior to Christian moral reasoning and decision making that affirms and/or challenges secular and cultural values.
4	Generate a substantive project that is animated by the Marianist Charism.

Course Learning Outcomes (CLO's)

On completion of this course, students will be able to:

1	Differentiate between various styles of leadership in relation to the biblical and Marianist foundations of Christian leadership and associated values.
2	Employ qualities of one's own personal philosophy of leadership in relation to Christ-centered stewardship and the responsibilities entailed therein.
3	Strategically apply universal values and ethics in promoting environments of socially responsible leadership.
4	Formulate techniques for managing effective change which include effective communication, conflict resolution, and working as a team.

Characteristics of a Marianist Education

The Characteristics of a Marianist Education as applied to this course.

1	Formation in Faith <i>'Ike Kainu'u Ho'ola'a (Knowledge embodying a sanctifying spirit)</i>	What drove Blessed William Chaminade to continue to preach the Gospel and lead the suffering faithful, even though his life was at stake during the French Revolution? This course will explore the strength of faith in being able to move mountains.
2	Provide an Integral, Quality Education <i>'Ike Ulana Ho'omana Kina'ole (Unblemished weave of empowering knowledge)</i>	Both knowledge and wisdom is necessary to fullness of being and becoming as effective universal citizens. Blessed Chaminade looked to Mary for this delicate balance. In this course, students will be reflecting on Hawaiian values as a transforming factor in the education of body, mind and spirit.
3	Educate in Family Spirit <i>'Ike Pilipo'ohala Kū'ono (Knowledge bound in deep family values)</i>	From the first lay collaborators, the Marianist family grew. As a class community, we will share our struggles and joys together in exploring diverse ways to become more effective leaders to the families (personal, work-related, societal, global) that you will/do serve.
4	Educate for Service, Justice and Peace <i>'Ike Kuleana Kaiao (Knowledge of enlightened duty)</i>	At the end of Matthew's Gospel, Jesus said, "Go out and make disciples of all nations..." (Matthew 28:19) Life is not to be lived in a vacuum, but the joy of life is to be shared. Through a semester of cultivation, students will be led to claim their own gifts to be shared.
5	Educate for Adaptation and Change <i>'Ike Huli Wānana (Knowledge of Prophetic Change / Searching)</i>	Given the restraints on religious freedom during the French Revolution, Blessed Chaminade needed to be adaptable in his ways of pursuing to share the gospel, lest he perish. Through self-knowledge, students will be led to respond for the greatest good.

Alignment of Learning Outcomes:

	CLO 1	CLO 2	CLO 3	CLO 4
General Ed. Learning Outcome		✓	✓	
Program Learning Outcomes	1, 3	1, 2, 3	2, 3	4
Marianist Values	1	2, 4, 5	2, 5	3, 4

Statement on Educator Ethics

As an educator, I am committed to fostering a respectful and inclusive learning environment, upholding academic integrity, and promoting the intellectual and personal growth of all students.

COURSE EXPECTATIONS AND ACTIVITIES

Regular Participation

Attendance: Attendance consists of weekly collaborative participation in the online learning experiences. Students who miss two consecutive weeks of class, prior to the withdrawal deadline, may be withdrawn from class by the instructor.

Homework: This course is organized into 14 sessions. Students should plan to spend approximately 3 hours per week online exploring and examining internet sites and related materials, reading, reflecting upon and responding to weekly discussion questions, and completing other online assignments. The main parts of the course delivered on Canvas are:

***Introduction**— where you will find an introduction to the course content for the week, updates and other notices

***Journals**- serve the purpose of sacred pause. A part of each class activity, students should spend about ½ hour working on their journal reflections. Prompts are given on Canvas. Hard copies will be reviewed twice a semester during required student-teacher meetings.

***Self-Reflections**- Henri Nouwen said, “A real leader doesn’t just blaze the trail into the future; he or she courageously blazes the trail into his or her own heart.” Reflections are about a page in length and are intended to provide an opportunity for students to foster self-reflection over course material as applied to their journey in transformational leadership through the practicum of their community service.

***Discussion Board** - where you will find supplementary resources such as powerpoints and video links and discussion prompts. Here you will also be asked to creatively demonstrate knowledge and skills understood in your approach to various leadership situations. Quality participation consists not in simply the number of times a note is posted, but by the overall degree of intellectual engagement demonstrated.

***Prayer Corner** – a place to post prayer requests and show our common support of each other

Overview of Course Modules: This course is designed around Modules of about 1 ½ weeks long. The purpose of the longer period is to allow for accurate study of the material and implementation of lessons learned in a practicum-like setting. Course activities follow a recurring format throughout the term.

Final Integrated Project: Collaborative Leadership Project

Utilizing skills learned, in addition to the ongoing service project, students will plan, design and implement a project to effect change regarding an issue of their passion. This may also be presented at Na Liko Na’auao.

Papers

Format for Written Assignments: Written Assignments and papers, must be typed, double-spaced, 12-point font only with 1 inch margins with required and appropriate citations using a consistent style. Either MLA or APA accepted. **If using WordPerfect or Notepad, files must be converted to Microsoft Word document or html format.**

Personal Philosophy of Ministry Paper (*For students not in the Religious Studies program)

Students will write out their personal philosophy of ministry based upon the guidelines discussed in class. 5 pages

OR: RE 490/Senior Seminar Capstone Fulfillment Paper: Near the end of the term, Religious Studies Majors (or Minors), will be required to present their capstone work at an open forum. To be included in the oral presentation is a personal reflection on how various courses and experiences in/through the Religious Studies program have contributed to one's grasp of the field's focus and outcomes in developing one's response to the sacred invitation of personal and communal commitment to faith in action and spiritual growth, with a look to the future with one's personal philosophy of ministry. 7 pages.

ASSESSMENTS AND GRADING

Excellence in this course requires not only academic mastery of the course content and meeting the qualitative and quantitative criteria, but also personal reflection upon the academic issues raised in the course.

Learning Outcome Assessment

Student's work will be evaluated for:

- knowledge of the subject matter from textbooks, discussions, and research
- ability to apply the knowledge to understand current issues in society
- understanding of the subject matter from different viewpoints
- demonstration of the following 5 Core Competencies:
 1. Written communication
 2. Oral communication
 3. Quantitative reasoning
 4. Critical thinking
 5. Information Literacy

Grade Calculation

Core Competency	CLO Assessment	Item	Quantity	Points Available	% of Grade
1,2,3,4,5	1,2,3	Online Participation & Discussions	13 classes	1300	20
1,3,4,5	1,3	Homework and Self-Reflections	13	1300	15
2,4,5	2	Living with Aloha/Journals	12	1200	15
1,2,3,4,5	2,3,4	Collaborative Leadership Project	1	100	20
1,3,4,5	1,2	Paper	1	100	10
1,2,3,4,5	1,2,3,4	Final Integrated Project	1	100	20
			Total	4100	100%

Your grade is calculated using the following scale:

A: 93-100%; B: 83-92%; C: 73-82%; D: 63-72%; F: 0-62%

A= Outstanding scholarship and an unusual degree of intellectual initiative

B= superior work done in a consistent and intellectual manner

C= Average grade indicating a competent grasp of subject matter

D= Inferior work/the lowest passing grade, not satisfactory for fulfillment of course work

F= Failed to grasp the minimum subject matter; no credit given

The instructor reserves the right to adjust the point scale in the event that fewer assignments are required of the students because of adequate demonstration of knowledge. The percentage will remain the same.

Students who have more than three weeks of non-participation, fail to submit assignments or comply with other requirements, are advised to withdraw from the course in order to avoid a final course grade of "F." Grades of "Incomplete" will only be given in cases of documented extraordinary circumstances. It is the student's responsibility to communicate with the instructor.

SYLLABUS

Week	Topic	Homework
Module 1 January 8-16	* Part I: Who Me? Companions on the Journey: Readings & Homework *Value: Aloha	Readings: Sipe & Frick: Preface, p. xii-xxi; Introduction, p. 1-14 Assignment: As found on Canvas
Module 2 January 17-27	Part II: Yes, You! Getting Outfitted for the Journey *Value: 'Imi Ola-M	Readings: Sipe & Frick: Pillar 1: Person of Character, p. 15-33 Assignment: As found on Canvas
Module 3 January 28- February 6	*Pillar II: Puts People First *Value: Kulia I Ka Nu'u	Readings: Sipe & Frick: Pillar II: Puts People First, p. 24-44 Assignment: As found on Canvas
Module 4 February 7-17	*Pillar III: Skilled Communicator Value: Ho'okipa	Readings: Sipe and Frick, Pillar III: Skilled Communicator, p. 45-76 Assignment: Collaborative Leadership Project Check-In As found on Canvas
Module 5 February 18-27	*Pillar IV: Compassionate Collaborator *Value: Lokahi	Readings: Sipe and Frick, Pillar IV: Compassionate Collaborator, p. 77-100 Assignment: As found on Canvas

Module 6 February 28-Mar.9	*Pillar V: Foresight *Value: 'Ike Loa	Readings: Sipe and Frick, Pillar V: Foresight, p. 104-130 Assignment: As found on Canvas
Module 6b Extension March 10-16	Mid-point Check-Ins	Assignment: As found on Canvas
March 17-23	Spring Break	
Module 7 March 24-April 3	*Pillar VI: Systems Thinker *Value: Alaka'i	Readings: Sipe and Frick, Pillar VI: Systems Thinker, p. 131-156 Assignment: As found on Canvas
Module 8 April 4-10	*Pillar VII: Moral Authority *Value: 'Ho'ohanohano	Readings: Sipe and Frick, Pillar VII: Moral Authority, p. 157-180 Assignment: As found on Canvas
Module 9 April 11-20	* Part III: Being the Change We Desire – Living Transformational Leadership *Contemporary Models of Transforming Leadership --"Lead with Humility: 12 Leadership Lessons from Pope Francis" *Value: Ha'aha'a	Readings: Sipe and Frick, "Implementing 7 Pillars," p. 181-199 Assignment: Submit Final Integrated Project
Module 10 April 21-27	Living Leadership-Peer Feedback: Final Integrated Project Living Leadership	

POLICIES, MUTUAL RESPECT AND CONSIDERATION

As subjects examined during this course may touch upon topics, beliefs, and/or issues considered sensitive by some students, it is imperative that all students demonstrate courtesy and respect concerning the views, opinions, and beliefs of others.

Disability Access: If you need individual accommodations to meet course outcomes because of a documented disability, please speak with me to discuss your needs as soon as possible so that we can ensure your full participation in class and fair assessment of your work. Students with special needs who meet criteria for the Americans with Disabilities Act (ADA) provisions must provide written documentation of the need for accommodations from Kōkua 'Ike: Center for Student Learning by the

end of week three of the class, in order for instructors to plan accordingly. If a student would like to determine if they meet the criteria for accommodation, they should contact the Kōkua 'Ike Coordinator at (808) 739-8305 for further information (ada@chaminade.edu).

Academic Honesty

Academic honesty is an essential aspect of all learning, scholarship, and research. It is one of the values regarded most highly by academic communities throughout the world. Violations of the principle of academic honesty are extremely serious and will not be tolerated.

Students are responsible for promoting academic honesty at Chaminade by not participating in any act of dishonesty and by reporting any incidence of academic dishonesty to an instructor or to a University official. Academic dishonesty may include theft of records or examinations, alteration of grades, and plagiarism, in addition to more obvious dishonesty.

Questions of academic dishonesty in a particular class are first reviewed by the instructor, who must make a report with recommendations to the Dean of the Academic Division. Punishment for academic dishonesty will be determined by the instructor and the Dean of Academic Division and may include an "F" grade for the work in question, an "F" grade for the course, suspension, or dismissal from the University.

Academic Integrity

Plagiarism: The Chaminade University of Honolulu General Catalog states that:

"Plagiarism is the offering of work of another as one's own. Plagiarism is a serious offense and may include, but is not limited to, the following sufficient to avoid charges of plagiarism. Proper acknowledgement of the source of a text is always mandatory.

2. Paraphrasing the work of another without proper author acknowledgement.
3. Submitting as one's own original work (however freely given or purchased) the original exam, research paper, manuscript, report, computer file, or other assignment that has been prepared by another individual.

This policy statement means that students are not allowed to submit the work of another as their own, that altering the work of another for presentation as one's own constitutes plagiarism, and that all sources must be properly cited. If a student commits plagiarism, or fails to properly cite all sources, then the student will receive no credit for the assignment and the Academic Dean will be notified accordingly. If there is any doubt about whether or not the use or submission of a particular work constitutes plagiarism, contact the instructor for guidance and assistance.

This includes use of the text in responding to the questions based on readings from the text and other sources given. In answering the questions, you are expected to include citations for the text and sources and indicate when you are using the words of the author. You are encouraged to read and summarize the in your own words, connecting the reading to your own experience."

Credit Hour Policy: The unit of semester credit is defined as university-level credit that is awarded for the completion of coursework. One credit hour reflects the amount of work represented in the intended learning outcomes and verified by evidence of student achievement for those learning outcomes. Each credit hour earned at Chaminade University should result in 45 hours of engagement. This equates to one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester, 10 week term, or equivalent amount

of work over a different amount of time. Direct instructor engagement and out-of-class work result in total student engagement time of 45 hours for one credit.

This is a three credit hour course requiring 135 clock hours of student engagement, per the official CUH Credit Hour Policy. Students enrolled in this course are expected:

- Reading and Lectures, Discussions: 45 hours
- Reflective Exercises: 9 hrs
- Leadership Skills Practice Log: 35 hrs
- Collaborative Work: 21hrs
- Self-Assessment: 1 hrs
- Final Project: 16 hrs
- Journal: 8 hrs

The minimum 45 hours of engagement per credit hour can be satisfied in fully online, internship, or other specialized courses through several means, including (a) regular online instruction or interaction with the faculty member and fellow students and (b) academic engagement through extensive reading, research, online discussion, online quizzes or exams; instruction, collaborative group work, internships, laboratory work, practica, studio work, and preparation of papers, presentations, or other forms of assessment. This policy is in accordance with federal regulations and regional accrediting agencies.

Title IX Compliance: Chaminade University of Honolulu recognizes the inherent dignity of all individuals and promotes respect for all people. Sexual misconduct, physical and/or psychological abuse will NOT be tolerated at CUH. If you have been the victim of sexual misconduct, physical and/or psychological abuse, we encourage you to report this matter promptly. As a faculty member, I am interested in promoting a safe and healthy environment, and should I learn of any sexual misconduct, physical and/or psychological abuse, I must report the matter to the Title IX Coordinator. If you or someone you know has been harassed or assaulted, you can find the appropriate resources by visiting Campus Ministry, the Dean of Students Office, the Counseling Center, or the Office for Compliance and Personnel Services.

The instructor reserves the right to make any adjustments to the course syllabus to accommodate any unforeseen circumstances. The information regarding changes will be announced in class.