

**BETHEL UNIVERSITY**

**BETHEL  
SEMINARY**

**ML523**

**Introduction to Transformational Leadership**

**SYLLABUS**

Professor: Andrew D. Rowell

Term: Spring 2014

Delivery: Traditional

Dates: Thursdays: Feb 6, 13, 20, 27, Mar 6, 13, 20, Apr 10, 17, 24, May 1, 8,  
15. [No class Mar 27 or Apr 3] Time: 9:00 am - 12:00 pm

Location: Seminary Building BSSP CC

Course credits: 3

Enrolled: 19 students

**BETHEL SEMINARY**

Bethel University

3900 Bethel Drive

St. Paul, MN 55112

**Description**

This course presents, examines and seeks to apply a broad range of material pertaining to leadership effectiveness. Various leadership theories are explored, and a model for “transformational leadership” will be presented. Application is made to the learner’s personal context as well as a diverse range of global contexts. Biblical and “secular” approaches to leadership practice are compared and contrasted and applied to the learner’s ministry context.

## Instructor Communication Information

Professor Andrew D. Rowell ("Andy")

Instructor of Ministry Leadership

Bethel Seminary

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Office: Seminary A207

In Moodle, I have chosen the option "forced subscription" for the "General Discussion Forum" so that you receive emails when I "add a new discussion topic" there as a class announcement. It is my way of emailing the class. You can also "reply" in case something needs clarification. Another student may be able to "reply" and help you or I will. These replies are send an email to everyone since this is a "forced subscription." If you have a question or resource that all of us might benefit from, you can also post a "discussion topic" in the General Discussion Forum and everyone will be emailed. It is a way for you to email the whole class. If your question is more personal and does not need to be sent to the whole class, please feel free to use my email address: [a-rowell@bethel.edu](mailto:a-rowell@bethel.edu)

I do not blog much and you should not feel compelled to watch what I am up to on Twitter or on the blog at all.

Twitter: <https://twitter.com/AndyRowell>

Blog: <http://www.andyrowell.net/>

Facebook: My current policy is not to be Facebook friends with students.

Email and voicemail turn-around times:

- I will return email messages within 48 hours. I would prefer that you not leave voicemails.
- Grading turn-around times: I will try to return all assignments within 2 weeks.

## **Learning Outcomes:**

Upon completing this course, students will be able to...

- 1) Explain and differentiate various approaches to management and administration in ministry
- 2) Engage and evaluate models and approaches to transformational leadership
- 3) Integrate key course concepts into personal wholeness and faith praxis
- 4) Engage in an intentional and sustained plan for authentic spiritual growth and development

## Required Resources

### Required resources:

Crouch, Andy. *Playing God: Redeeming the Gift of Power*. Downers Grove, IL: IVP Books, 2013. 978-0830837656

Northouse, Peter G. *Leadership: Theory and Practice*. 6th ed., Thousand Oaks, CA: SAGE, 2013. 978-1452203409. [This is expensive (\$60) but we will be reading the whole thing].

Wren, J. Thomas. *The Leader's Companion: Insights on Leadership through the Ages*. New York: Free Press, 1995. 978-0028740911 [We are reading a number of chapters from this book: 19-22, 25-27, 32, 36-38, 47, 50, 53].

Yoder, John Howard. *Body Politics: Five Practices of the Christian Community before the Watching World*. Scottdale, PA: Herald Press, 1992. 978-0836191608. [This is 88 pages but I think you will want to buy it].

Hybels, Bill. *When Leadership and Discipleship Collide*. Grand Rapids, Mich.: Zondervan, 2007. 9780310283065 [This book was not listed on the bookstore list because it is out of print. You do not need to buy it because you can read it on reserve at the Bethel Seminary library in an hour or two when you are on campus. It is only 68 pages. Or you can purchase it used for a penny online + shipping or for \$5.12 as a Kindle ebook at Amazon.com].

Articles and selections from the following books (not including the required texts) will be available on Moodle:

Barth, Karl. *Church Dogmatics*. 4 vols. in 13 parts vols. Edited by G. W. Bromiley and T. F. Torrance. Edinburgh, New York: T&T Clark, 1956-1969, 1975, 2009.

Bellofatto, Gina A., and Todd M. Johnson. "Key Findings of Christianity in Its Global Context, 1970-2020." *International Bulletin of Missionary Research* 37, no. 3 (2013): 157-164.

Bolman, Lee G., and Terrence E. Deal. "Common Views of Organizations." In *The Leader's Companion: Insights on Leadership through the Ages*, edited by J. Thomas Wren, 389-394. New York: Free Press, 1995.

Bonhoeffer, Dietrich. *Discipleship*. Translated by Barbara G. Green and Reinhard Krauss. Vol. 4. Dietrich Bonhoeffer Works. Edited by Martin Kuske, Ilse Tödt, Geoffrey B. Kelly and John D. Godsey. Minneapolis: Fortress, 2001.

Branson, Mark Lau, and Juan F. Martinez. *Churches, Cultures and Leadership: A Practical Theology of Congregations and Ethnicities*. Downers Grove, IL: InterVarsity Press, 2011.

Buckingham, Marcus , and Curt Coffman. *First, Break All the Rules: What the World's Greatest Managers Do Differently*. New York, NY.: Simon & Schuster, 1999.

Burns, James MacGregor. "Transactional and Transforming Leadership." In *The Leader's Companion: Insights on Leadership through the Ages*, edited by J. Thomas Wren, 100-101. New York: Free Press, 1995.

Chaves, Mark, Shawna Anderson, and Jason Byassee. *American Congregations at the Beginning of the 21st Century: National Congregations Study*. Durham, NC: Duke University, 2009.

Claiborne, Shane, and John M. Perkins. *Follow Me to Freedom: Leading and Following as an Ordinary Radical*. Ventura, Calif.: Regal, 2009.

Cleveland, Christena. *Disunity in Christ: Uncovering the Hidden Forces That Keep Us Apart*. Downers Grove, IL: IVP Books, 2013.

Clinton, J. Robert. *The Making of a Leader: Recognizing the Lessons and Stages of Leadership Development*. Rev ed., Colorado Springs, CO: NavPress, 2012.

Collins, Jim. "Level 5 Leadership: The Triumph of Humility and Fierce Resolve." *Harvard Business Review* 79, no. 1 (2001): 66-76.

\_\_\_\_\_. *Good to Great and the Social Sectors: Why Business Thinking Is Not the Answer: A Monograph to Accompany Good to Great*. Boulder, Colo.: J. Collins, 2005.

Couto, Richard A. "The Transformation of Transforming Leadership." In *The Leader's Companion: Insights on Leadership through the Ages*, edited by J. Thomas Wren, 102-107. New York: Free Press, 1995.

Crouch, Andy. *Playing God : Redeeming the Gift of Power*. Downers Grove, IL: IVP Books, 2013.

Fee, Gordon D. "Laos and Leadership under the New Covenant." In *Listening to the Spirit in the Text*, 121-146. Grand Rapids, Mich.: W.B. Eerdmans, 2000.

Goleman, Daniel. "What Makes a Leader?" *Harvard Business Review* 76, no. 6 (1998): 92-102.

Harrison, E. Frank. "The Decision-Making Process." In *The Leader's Companion: Insights on Leadership through the Ages*, edited by J. Thomas Wren, 408-417. New York: Free Press, 1995.

Hersey, Paul, and Kenneth H. Blanchard. "Behavioral Theories of Leadership." In *The Leader's Companion: Insights on Leadership through the Ages*, edited by J. Thomas Wren, 144-148. New York: Free Press, 1995.



- \_\_\_\_\_. "Situational Leadership." In *The Leader's Companion: Insights on Leadership through the Ages*, edited by J. Thomas Wren, 207-211. New York: Free Press, 1995.
- Hofstede, Geert. "Cultural Constraints in Management Theories." In *The Leader's Companion: Insights on Leadership through the Ages*, edited by J. Thomas Wren, 253-270. New York: Free Press, 1995.
- Hybels, Bill. *Courageous Leadership*. Grand Rapids, Mich.: Zondervan, 2002.
- \_\_\_\_\_. *When Leadership and Discipleship Collide*. Grand Rapids, Mich.: Zondervan, 2007.
- Janis, Irving. "Groupthink." In *The Leader's Companion: Insights on Leadership through the Ages*, edited by J. Thomas Wren, 360-374. New York: Free Press, 1995.
- Kotter, John. "What Leaders Really Do." In *The Leader's Companion: Insights on Leadership through the Ages*, edited by J. Thomas Wren, 114-124. New York: Free Press, 1995.
- Kotter, John P. "Leading Change: Why Transformation Efforts Fail." *Harvard Business Review* 85, no. 1 (2007): 96-103.
- McCloskey, Mark. "The 4-R Model of Leadership a Virtue-Based Curricular Model for Business Education in a Global Context." *Journal of Business and Educational Leadership* 2, no. 1 (2009): 133-147.
- McHugh, Adam S. *Introverts in the Church: Finding Our Place in an Extroverted Culture*. Downers Grove, Ill.: IVP Books, 2009.
- Morse, MaryKate. *Making Room for Leadership: Power, Space and Influence*. Downers Grove, Ill.: IVP Books, 2008.
- Nadler, David A., and Michael L. Tushman. "Beyond the Charismatic Leader: Leadership and Organizational Change." In *The Leader's Companion*:

- Insights on Leadership through the Ages*, edited by J. Thomas Wren, 108-113. New York: Free Press, 1995.
- Northouse, Peter G. *Leadership: Theory and Practice*. 6th ed., Thousand Oaks, CA: SAGE, 2013.
- Peterson, Eugene H. *Working the Angles: The Shape of Pastoral Integrity*. Grand Rapids, Mich.: W.B. Eerdmans, 1987.
- Plueddemann, Jim. *Leading across Cultures: Effective Ministry and Mission in the Global Church*. Downers Grove, Ill.: IVP Academic, 2009.
- Rosener, Judy B. "Ways Women Lead." In *The Leader's Companion: Insights on Leadership through the Ages*, edited by J. Thomas Wren, 149-160. New York: Free Press, 1995.
- Scazzero, Peter, and Warren Bird. *The Emotionally Healthy Church: A Strategy for Discipleship That Actually Changes Lives*. Expanded ed., Grand Rapids, Mich.: Zondervan, 2010.
- Schein, Edgar H. "Defining Organizational Culture." In *The Leader's Companion: Insights on Leadership through the Ages*, edited by J. Thomas Wren, 271-281. New York: Free Press, 1995.
- Schein, Virginia. "Would Women Lead Differently." In *The Leader's Companion: Insights on Leadership through the Ages*, edited by J. Thomas Wren, 161-167. New York: Free Press, 1995.
- Spurgeon, C. H. *Lectures to My Students: Complete & Unabridged*. Grand Rapids, Mich.: Zondervan Pub. House, 1954.
- Wren, J. Thomas. *The Leader's Companion: Insights on Leadership through the Ages*. New York: Free Press, 1995.
- Wren, J. Thomas, and Marc J. Swatez. "The Historical and Contemporary Contexts of Leadership: A Conceptual Model." In *The Leader's Companion: Insights*

*on Leadership through the Ages*, edited by J. Thomas Wren, 245-252. New York: Free Press, 1995.

Yoder, John Howard. *Body Politics: Five Practices of the Christian Community before the Watching World*. Scottdale, PA: Herald Press, 1992.

## **General Activity Guidelines**

### **Total hours: 120**

Reading: 45 (10 weeks X 4.5 hours each)

Classroom hours: 39 hours (13 classes X 3 hours)

Watch narrated PowerPoint lecture videos by Mark McCloskey: 5 lectures X 10 minutes = (1 hour)

Weekly assignments: 20 hours (10 weeks X 2 hours each)

Midterm: 3 hours preparation

Personal Development Plan Paper: 12 hours (6 pages).

### **Weekly papers**

Assignments must be submitted electronically through Moodle as a Microsoft Word or PDF document before 8:30 am on the day they are due or they are “late” and will lose a full letter grade (A to B, etc.). The rationale is that you will be prepared for class. (Class begins at 9:00 am).

The weekly assignments for weeks 2-6 and 8-12 are 265-400 words (1 to 1.5 pages). (2 hours X 10 weeks = 20 hours allotted).

I do not ask students to inform me how much they have read. I expect that students may need to skim or omit reading under the pressure of time. The papers will give some demonstration about the degree of the student’s engagement with the reading.

### **Grading criteria for weekly papers**

These weekly papers should be without grammatical errors and spelling errors so that they are clear. I would encourage students to reinforce their points or assertions with either a very short quote (that captures exactly their point or question) with a citation/reference with page number or when they are commenting on a larger theme just put the citation/reference with page number without the quote.

An A paper demonstrates that the person has read, understood, and either summarized, applied, asked a question, or connected an idea to each of the required resources. So on the one hand, I am looking for interaction with all of the required resources but I am also looking for whether they have drawn connections among the ideas presented in the required resources—that they have understood and wrestled with the main theme and its implications. If they have a question or concern, they attempt to suggest an answer by citing a different required resource or they show they have really tried to hear carefully the writer they are questioning.

An A- paper does most of the above and is almost an A but their paper may only cite half of the resources so it is not clear they have digested all of the materials.

A B+ paper probably does not demonstrate thorough interaction with almost all of the course materials and there are indications that the reader did not understand key ideas or identify the main themes—often because the readings and lecture were difficult and unclear and there was not sufficient time to work through them. Their questions may not be linked to specific statements or passages and they have not looked to other of the required resources for an alternative answer.

A B paper appears rushed and the person probably did not interact with all of the materials.

A B- paper is short, rambling, without much serious thought. But at least the person was able to get it done! That is good. The greatest danger is falling

behind in a course like this. I assume life crowded out the course during this period and the person had to rush or scramble.

C / D / F. The person is not doing the work on time or is acting in a way that is unprofessional and inappropriate.

The course has been designed so that students can pass and get a lot out of the course even if they do not read or watch everything but still do their papers. In other words, the papers are required but students could coast or skim and still get quite a bit out of this course if their schedules do not allow for as much engagement with the course material as they would like.

### **Case Study Midterm Exam**

There will be an open book, open note, open computer, case study exam during class. You will have a choice of writing on two of four case studies. You can type on your computer or you can write free-hand. You are not allowed to copy and paste anything from your computer into the exam document. In other words, quotes need to be retyped, etc. This is to prevent people from an unfair advantage. (3 hours preparation time allotted).

**Personal Leadership Development Plan. (12 hours allotted for 1590 word paper (about 6 pages)**

In light of the class readings, lectures, Bethel assessments (Strengths Finder, EQi and 16 PF-PEPQ), as well as your ministry context, design a plan for your lifelong development as a Christ-centered, Spirit-filled, biblically informed leader. It is critical that you make this plan as comprehensive and clear as you can because it will be referred to throughout the program, and, hopefully for at least the next five years of your development. The plan will include:

1. **Self-Assessment.** An assessment of your present strengths and development areas as a Christ-centered leader in light of the 4R Model or other course materials and your Bethel assessments (StrengthsFinder, EQi and 16 PF PEPQ). Cite specific examples to support your conclusions.
2. **Top Ten Questions.** A list of ten questions related to leadership that you hope to research more by talking to people and reading, etc. These may arise out of the strengths and development areas you identified in your self-assessment. Include explicit connections to your Strengths Finder, EQi and 16 PF PEPQ as appropriate. Please provide a brief rationale (25 words or so) for each question as to why it is worthy of your consideration in the long term. These questions should reside at the intersection of your self-leadership, present leadership performance, and personal and ministry/professional goals. These questions should be specific to you and not general leadership questions. These questions will likely arise out of your personal character, present leadership performance, and personal and ministry/professional goals.
  - a. **Goals**—Based on your work on the above, develop 3 specific goals that you will endeavor to complete in the next three years. Each goal should be precisely written as a SMART Goal:
  - b. ■ **Specific**
  - c. ■ **Measurable**
  - d. ■ **Actionable/Attainable**
  - e. ■ **Realistic/achievable**
  - f. ■ **Time-bounded/able to be tracked and monitored**

- g. **Sample goal:** By June 30, 2014 I will find a ministry coach to help me learn how to improve as a leader. By December 31, 2014 I will identify two emerging leaders to mentor. By June 1, 2016 I will have read two books on my area of specialized interest.
3. **Action Steps.** Break down the goal into specific action steps about how you will make progress toward the end goal. Include action steps to achieve each goal with timeline increments of 6 months, one year, and three years. Your plan should be very practical and action oriented. In other words, what am I going to actually do to begin realizing these goals? For instance, by March 31, 2014 I will identify six possible ministry coaches and interview each. By June 1, 2014 I will have researched ten books on my specialized interest and will have chosen two to read. By December 31, 2014 I will have read one book.
4. **Ten Resources.** Based on your work above, develop a list of ten resources you plan to utilize over the next one to three years and beyond to foster and accelerate your development as a leader. Be thoughtful and creative in selecting diverse (e.g., mentors, books, ministry experiences, retreats, psychometric tools, websites, articles, etc. (not just books or websites) and distinct resources (e.g., a particular author is one resource, so please don't list four of his or her books as separate resources.) Each resource should reflect and have a tight connection to your insights and observations from your self-assessment, goals and questions. Be explicit as to how each resource will address issues and opportunities raised by your self-assessment, goals and questions. In other words, there should be congruity between your resources and your questions, self-assessment and goals.

This must be submitted electronically through Moodle as a Microsoft Word or PDF document.

**Late Work Policy**

Late work will be accepted up to one week with two full letter grade deductions (A to C, etc.). Work that is submitted less than a week late may be accepted for less than a letter grade deduction at the instructor's discretion. Due date extensions with no penalty will only be granted due to the most extreme circumstances and at the discretion of the instructor.



## Schedule

Week # and Thursday at 9 am Date	Topic	Reading Due	Paper due
1. Feb 6	What is leadership and why leadership?		
2. Feb 13	Leadership is influencing a group to achieve a goal	Northouse ch. 1 Introduction; ch. 4 Style Approach; ch. 16 Leadership Ethics <sup>1</sup> Barth <sup>2</sup> Bonhoeffer <sup>3</sup> Hybels <sup>4</sup> Collins <sup>5</sup> Collins <sup>6</sup>	How are both relationship and task necessary for influencing a group to achieve a goal (Northouse ch 1 and

<sup>1</sup> Peter G. Northouse, *Leadership: Theory and Practice*, 6th ed. (Thousand Oaks, CA: SAGE, 2013).

<sup>2</sup> Karl Barth, *Church Dogmatics*, 4 vols. in 13 parts vols. (Edinburgh, New York: T&T Clark, 1956-1969, 1975, 2009), IV/3.2, 812-824.

<sup>3</sup> Dietrich Bonhoeffer, *Discipleship*, trans., Barbara G. Green and Reinhard Krauss, Dietrich Bonhoeffer Works, vol. 4 (Minneapolis: Fortress, 2001), 225-252.

<sup>4</sup> Bill Hybels, *Courageous Leadership* (Grand Rapids, Mich.: Zondervan, 2002), 13-28.

<sup>5</sup> Jim Collins, *Good to Great and the Social Sectors: Why Business Thinking Is Not the Answer: A Monograph to Accompany Good to Great* (Boulder, Colo.: J. Collins, 2005), 1-3.

<sup>6</sup> Jim Collins, "Level 5 Leadership: The Triumph of Humility and Fierce Resolve," *Harvard Business Review* 79, no. 1 (2001): 136-139.

			<p>ch. 4)? In teleological ethics, one seeks good ends. In deontological ethics, one seeks good means (Northouse ch. 16). What does Collins say about the leader? What is the end (goal or task) Barth and Hybels are trying to achieve? According to Bonhoeffer, what means (i.e. effects on people) should distinguish Christians (in contrast to Hitler!)?</p>
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3. Feb 20	Understanding "transformational leadership" and Mark McCloskey's 4-R Model framework	Northouse ch. 9 Transformational Leadership; Crouch ch. 1-5 <sup>7</sup> Wren 19-22 <sup>8</sup> McCloskey <sup>9</sup> Kotter <sup>10</sup> Claiborne and Perkins <sup>11</sup>	How do you see the readings by Crouch, Kotter, Claiborne and Perkins, demonstrating in different words the characteristics of "transformational leadership" (Northouse ch. 9, Burns,
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<sup>7</sup> Andy Crouch, *Playing God: Redeeming the Gift of Power* (Downers Grove, IL: IVP Books, 2013).

<sup>8</sup> James MacGregor Burns, "Transactional and Transforming Leadership," in *The Leader's Companion: Insights on Leadership through the Ages*, ed. J. Thomas Wren (New York: Free Press, 1995); Richard A. Couto, "The Transformation of Transforming Leadership," in *The Leader's Companion: Insights on Leadership through the Ages*, ed. J. Thomas Wren (New York: Free Press, 1995); David A. Nadler and Michael L. Tushman, "Beyond the Charismatic Leader: Leadership and Organizational Change," in *The Leader's Companion: Insights on Leadership through the Ages*, ed. J. Thomas Wren (New York: Free Press, 1995); John Kotter, "What Leaders Really Do," in *The Leader's Companion: Insights on Leadership through the Ages*, ed. J. Thomas Wren (New York: Free Press, 1995); J. Thomas Wren, *The Leader's Companion: Insights on Leadership through the Ages* (New York: Free Press, 1995).

<sup>9</sup> Mark McCloskey, "The 4-R Model of Leadership a Virtue-Based Curricular Model for Business Education in a Global Context," *Journal of Business and Educational Leadership* 2, no. 1 (2009).

<sup>10</sup> John P. Kotter, "Leading Change: Why Transformation Efforts Fail," *Harvard Business Review* 85, no. 1 (2007).

<sup>11</sup> Shane Claiborne and John M. Perkins, *Follow Me to Freedom: Leading and Following as an Ordinary Radical* (Ventura, Calif.: Regal, 2009).

			Couto) and McCloskey ?
4. Feb 27	Relationships: Evaluating and developing the character of the leader	<p>Northouse ch. 2 Trait Approach;</p> <p>Crouch ch. 6-8</p> <p>Clinton<sup>12</sup></p> <p>Spurgeon<sup>13</sup></p> <p>Ch. 1 audiobook Spurgeon:  <a href="http://www.youtube.com/watch?v=pHmdJFKGbfo&amp;list=PL2A853550DAF3D169">http://www.youtube.com/watch?v=pHmdJFKGbfo&amp;list=PL2A853550DAF3D169</a></p> <p>Goleman<sup>14</sup></p>	<p>Why does character matter for Christian leaders?</p> <p>How does one develop strength of character (the fruits of the Spirit!) and be wary of character flaws?</p>
5. Mar 6	Relationships: Utilizing one's personality in leadership	<p>Northouse ch. 13 Psychodynamic Approach</p> <p>Crouch ch. 9-11</p> <p>PDFs:</p> <p>Scazzero<sup>15</sup></p> <p>McHugh<sup>16</sup></p>	<p>How does God use our unique gifts yet also shore us up by people around us?</p> <p>Please</p>

<sup>12</sup> J. Robert Clinton, *The Making of a Leader: Recognizing the Lessons and Stages of Leadership Development*, Rev ed. (Colorado Springs, CO: NavPress, 2012).

<sup>13</sup> C. H. Spurgeon, *Lectures to My Students: Complete & Unabridged* (Grand Rapids, Mich.: Zondervan Pub. House, 1954).

<sup>14</sup> Daniel Goleman, "What Makes a Leader?," *Harvard Business Review* 76, no. 6 (1998).

<sup>15</sup> Peter Scazzero and Warren Bird, *The Emotionally Healthy Church: A Strategy for Discipleship That Actually Changes Lives*, Expanded ed. (Grand Rapids, Mich.: Zondervan, 2010).

<sup>16</sup> Adam S. McHugh, *Introverts in the Church: Finding Our Place in an Extroverted Culture* (Downers Grove, Ill.: IVP Books, 2009).

			reflect on the readings.
6. Mar 13	Roles: Evaluating the group's culture	Northouse Ch. 6 Contingency Approach; Ch. 10 Servant Leadership; Crouch 12-14 Wren 38, 50 <sup>17</sup>	How does a leader analyze and shape the culture of an organization or group? Please reflect on the readings.
7. Mar 20		Midterm and subsequent discussion	
<del>Mar</del> 27 BRE AK			
<del>Apr</del> 3 BRE AK			
8. Apr 10	Roles: Structuring processes	Northouse ch. 11 Authentic Leadership; Yoder <sup>18</sup> Wren 47, 53 <sup>19</sup>	How does Yoder's vision of

<sup>17</sup> Edgar H. Schein, "Defining Organizational Culture," in *The Leader's Companion: Insights on Leadership through the Ages*, ed. J. Thomas Wren (New York: Free Press, 1995); Lee G. Bolman and Terrence E. Deal, "Common Views of Organizations," in *The Leader's Companion: Insights on Leadership through the Ages*, ed. J. Thomas Wren (New York: Free Press, 1995).

<sup>18</sup> John Howard Yoder, *Body Politics: Five Practices of the Christian Community before the Watching World* (Scottsdale, PA: Herald Press, 1992).

<sup>19</sup> Irving Janis, "Groupthink," in *The Leader's Companion: Insights on Leadership through the Ages*, ed. J. Thomas Wren (New York: Free Press, 1995); E. Frank Harrison, "The Decision-

	and practices	PDF: Peterson <sup>20</sup>	five biblical practices address the concerns of leadership writers? How does Peterson's vision of a pastor compare with visions of "authentic" leadership?
9. Apr 17	Responsibilities: wise shrewd skillful leadership depending on the situation	Northouse ch. 3 Skills Approach; ch. 5 Situational Leadership; ch. 7 Path-Goal Theory; Hybels <sup>21</sup> Wren 25, 32 <sup>22</sup>	Is "character" enough? To what extent is leadership about having the right expertise and capability

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Making Process," in *The Leader's Companion: Insights on Leadership through the Ages*, ed. J. Thomas Wren (New York: Free Press, 1995).

<sup>20</sup> Eugene H. Peterson, *Working the Angles: The Shape of Pastoral Integrity* (Grand Rapids, Mich.: W.B. Eerdmans, 1987).

<sup>21</sup> Bill Hybels, *When Leadership and Discipleship Collide* (Grand Rapids, Mich.: Zondervan, 2007).

<sup>22</sup> Paul Hersey and Kenneth H. Blanchard, "Behavioral Theories of Leadership," in *The Leader's Companion: Insights on Leadership through the Ages*, ed. J. Thomas Wren (New York: Free Press, 1995); Paul Hersey and Kenneth H. Blanchard, "Situational Leadership," in *The Leader's Companion: Insights on Leadership through the Ages*, ed. J. Thomas Wren (New York: Free Press, 1995).

			and competence? How do we be careful that our striving for excellence is not clobbering and squashing those around us in the name of efficiency and effectiveness? Are there some causes worth squashing people who impeded the vision? Please reflect on the readings.
10. Apr 24	Results: the group's achieving	Northouse ch. 8 Leader-Member Exchange Theory; ch. 12 Team Leadership;	How does the leader achieve

	goals consistently over the long-term	PDFs: Buckingham and Coffman <sup>23</sup> Fee <sup>24</sup> Barth <sup>25</sup>	long-term success? What are the keys to organizational effectiveness? Please reflect on the readings.
11. May 1	Results: assertion and caginess	<p>Northouse ch. 14 Women and Leadership; Wren 26-27<sup>26</sup></p> <p>PDFs: Ch. 11 of Morse<sup>27</sup> Ch. 9 of Cleveland<sup>28</sup></p> <ul style="list-style-type: none"> <li>● Watch the 60 Minutes interview with Sheryl Sandberg about her book: <i>Lean In: Women, Work, and the Will to Lead</i> (2013): <a href="http://www.cbsnews.com/video/watch/?id=50149975n">http://www.cbsnews.com/video/watch/?id=50149975n</a> (about 12 minutes).</li> <li>● Listen to the 26 minute HBR Ideacast Interview with Sandberg: <a href="http://blogs.hbr.org/ideacast/2013/03/sher">http://blogs.hbr.org/ideacast/2013/03/sher</a></li> </ul>	Should women "lean in" as Sandberg suggests? If so, what should they lean in to? Please reflect on the readings.

<sup>23</sup> Marcus Buckingham and Curt Coffman, *First, Break All the Rules: What the World's Greatest Managers Do Differently* (New York, NY.: Simon & Schuster, 1999).

<sup>24</sup> Gordon D. Fee, "Laos and Leadership under the New Covenant," in *Listening to the Spirit in the Text* (Grand Rapids, Mich.: W.B. Eerdmans, 2000).

<sup>25</sup> Barth, *Church Dogmatics*, IV/3.2, 769-780.

<sup>26</sup> Judy B. Rosener, "Ways Women Lead," in *The Leader's Companion: Insights on Leadership through the Ages*, ed. J. Thomas Wren (New York: Free Press, 1995); Virginia Schein, "Would Women Lead Differently," in *The Leader's Companion: Insights on Leadership through the Ages*, ed. J. Thomas Wren (New York: Free Press, 1995).

<sup>27</sup> MaryKate Morse, *Making Room for Leadership: Power, Space and Influence* (Downers Grove, Ill.: IVP Books, 2008).

<sup>28</sup> Christena Cleveland, *Disunity in Christ: Uncovering the Hidden Forces That Keep Us Apart* (Downers Grove, IL: IVP Books, 2013).



		<p><a href="http://www.hbr.org/idea/sandberg-the-hbr-interv.html">yl-sandberg-the-hbr-interv.html</a> You can download it to iTunes, etc.</p> <ul style="list-style-type: none"> <li>● Optional: Read the <i>Time</i> magazine cover story: Luscombe, Belinda. "Confidence Woman." <i>Time</i>, Mar 18 2013:  <a href="http://ideas.time.com/2013/03/07/confidence-woman/">http://ideas.time.com/2013/03/07/confidence-woman/</a></li> <li>● You might also watch the extra interview about the 60 Minutes interview:  <a href="http://www.cbsnews.com/8301-504803_162-57573477-10391709/sheryl-sandberg-on-findingyour-mentor/">http://www.cbsnews.com/8301-504803_162-57573477-10391709/sheryl-sandberg-on-findingyour-mentor/</a> (5 minutes).</li> <li>● I have also listened to the audiobook of <i>Lean In</i> (which I downloaded from my public library). Not only is Sandberg an effective wielder of power but this is hugely influential book. As of September 1, 2013, her book is still #3 on the New York Times bestseller HARDCOVER NONFICTION list and has been there for 23 weeks since it came out. As of 8/29/2013, it is also the #18 selling book of all books on Amazon.com and the #1 business leadership book. <ul style="list-style-type: none"> <li>○ <b>Amazon Best Sellers Rank:</b> #18 in Books (<a href="#">See Top 100 in Books</a>)</li> <li>○ #1 in <a href="#">Books</a> &gt; <a href="#">Biographies &amp; Memoirs</a> &gt; <a href="#">Professionals &amp; Academics</a> &gt; <a href="#">Business</a></li> <li>○ #1 in <a href="#">Books</a> &gt; <a href="#">Business &amp; Investing</a> &gt; <a href="#">Women &amp; Business</a></li> <li>○ #1 in <a href="#">Books</a> &gt; <a href="#">Business &amp; Investing</a> &gt; <a href="#">Management &amp; Leadership</a> &gt; <a href="#">Leadership</a></li> </ul> </li> </ul>	
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12. May 8	Results: Leading across cultures	Northouse ch. 15 Culture and Leadership Wren 36-37 <sup>29</sup>  PDFs: Plueddemann <sup>30</sup> Branson <sup>31</sup> Chaves <sup>32</sup> Bellofatto and Johnson <sup>33</sup>	What are issues to keep in mind as we attempt to operate in areas outside of our home culture? Please reflect on the readings.
13. May 15	Imagining our leadership futures		Personal Developme nt Plan Due
<del>May</del> <del>22</del>	No class		Nothing due

<sup>29</sup> J. Thomas Wren and Marc J. Swatez, "The Historical and Contemporary Contexts of Leadership: A Conceptual Model," in *The Leader's Companion: Insights on Leadership through the Ages*, ed. J. Thomas Wren (New York: Free Press, 1995). Geert Hofstede, "Cultural Constraints in Management Theories," in *The Leader's Companion: Insights on Leadership through the Ages*, ed. J. Thomas Wren (New York: Free Press, 1995).

<sup>30</sup> Jim Plueddemann, *Leading across Cultures: Effective Ministry and Mission in the Global Church* (Downers Grove, Ill.: IVP Academic, 2009).

<sup>31</sup> Mark Lau Branson and Juan F. Martinez, *Churches, Cultures and Leadership: A Practical Theology of Congregations and Ethnicities* (Downers Grove, IL: InterVarsity Press, 2011).

<sup>32</sup> Mark Chaves, Shawna Anderson, and Jason Byassee, *American Congregations at the Beginning of the 21st Century: National Congregations Study* (Durham, NC: Duke University, 2009). Online: [http://www.soc.duke.edu/natcong/Docs/NCSII\\_report\\_final.pdf](http://www.soc.duke.edu/natcong/Docs/NCSII_report_final.pdf)

<sup>33</sup> Gina A. Bellofatto and Todd M. Johnson, "Key Findings of Christianity in Its Global Context, 1970-2020," *International Bulletin of Missionary Research* 37, no. 3 (2013).

## Grading

### Assessed Activity Weighting

2. Paper	7%
3. Paper	7%
4. Paper	7%
5. Paper	7%
6. Paper	7%
7. Midterm	10%
8. Paper	7%
9. Paper	7%
10. Paper	7%
11. Paper	7%
12. Paper	7%
13. Personal leadership development paper due	20%
<b>Total</b>	<b>100%</b>

### Final Grade Breakdown

Percentage	Point Range	Letter Grade
95.00%	95-100	A
90.00%	90-94	A-
87.00%	87-89	B+
84.00%	84-86	B
80.00%	80-83	B-
77.00%	77-79	C+
72.00%	72-76	C
70.00%	70-71	C-

**Diversity of resources and assignments:**

Providing a variety of perspectives and giving students relevant assignments is very important to me as a teacher. I desire to give students resources from diverse sources: male and female, different parts of the world, different church and denominational traditions (Lutheran, Mennonite, Baptist, Reformed, etc.), difference social classes, ethnicities, races, large and small church, and city and rural settings. Therefore I am willing to consider substituting required course readings and assignments with other comparable ones if a student would benefit from this. This may also involve the student doing some research in identifying such resources.