

BETHEL UNIVERSITY

BETHEL
SEMINARY

ML780

***Senior Integrative Seminar: Global Leadership in the
21st Century***

SYLLABUS

Professor: Andrew D. Rowell

Term: Spring 2014

Delivery: Hybrid

Intensive: Mar 25-27 (Tuesday 9am-12 pm; 1:30pm-5:30pm. Wednesday 8am-12 pm; 1:30pm-5:30pm. Thursday 8am-12 pm; 1:30pm-5:30pm).

Online sessions: Monday or Tuesday at 9 pm

Dates: Feb 3, Feb 11, Feb 17, Feb 25; Mar 3, 11, Mar 17, [INTENSIVE Tues-Thurs Mar 25-27]; Apr 14, 22, 28; May 6, 12. [We DO NOT have an online session Apr 7-8 so you can have a break after the intensive].

Course credits: 3.0 credits

Enrolled: 12 students

BETHEL SEMINARY

Bethel University

3900 Bethel Drive

St. Paul, MN 55112

Description

A summative and integrative reflection on the MATL program is offered. Integrative cases featuring content from each of the three centers are used to prompt a collaborative discussion around leadership issues learners are likely to encounter in their immediate context, as well as a wide range of global contexts.

Instructor Communication Information

Professor Andrew D. Rowell ("Andy")

Instructor of Ministry Leadership

Bethel Seminary

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Office phone: 651.638.6226 (Because I am not great at remembering to check my voicemail, it is better to email me).

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

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.

General Activity Guidelines

Total hours:

120 hours

Class time during intensive:

23 hours

Summary:

The typical week will include: 4.5 hours of reading per week, 2 hours of writing, 1 hour of online interaction, and as much as ½ hour of video watching so: 8 hours per week X 10 = 80 hours. We have a midterm for which 2 hours are allotted for preparation. The last week is 12 hours of writing + 1 hour interaction and ½ hour video. The first week we just have 1 hr interaction and ½ hour video. So $23+80+2+12+1+.5+1.5 = 120$.

Reading

45 hours

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, 2012, 2013. 978-1452203409. [This is expensive (\$60) but we will be reading the whole thing].
- 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.

Bennis, Warren G., and Robert J. Thomas. "Crucibles of Leadership." *Harvard Business Review* 80, no. 9 (2002): 39-45.

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.

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, James C., and Jerry I. Porras. "Building Your Company's Vision." *Harvard Business Review* 74, no. 5 (1996): 65-77.

Collins, Jim. *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.

Coutu, Diane L. "How Resilience Works." *Harvard Business Review* 80, no. 5 (2002): 46-51.

- 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.
- Heifetz, Ronald A., and Donald L. Laurie. "The Work of Leadership." *Harvard Business Review* 79, no. 11 (2001): 131-141.
- Heifetz, Ronald A., and Marty Linsky. "A Survival Guide for Leaders." *Harvard Business Review* 80, no. 6 (2002): 65-72.
- Hybels, Bill. *Courageous Leadership*. Grand Rapids, Mich.: Zondervan, 2002.
- _____. *When Leadership and Discipleship Collide*. Grand Rapids, Mich.: Zondervan, 2007.
- Kellerman, Barbara. "Leadership Warts and All. (Cover Story)." *Harvard Business Review* 82, no. 1 (2004): 40-45.
- Lencioni, Patrick M. "Make Your Values Mean Something." *Harvard Business Review* 80, no. 7 (2002): 113-117.
- Maccoby, Michael. "Narcissistic Leaders: The Incredible Pros, the Inevitable Cons." *Harvard Business Review* 82, no. 1 (2004): 92-101.
- 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.
- Northouse, Peter G. *Leadership: Theory and Practice*. 6th ed., Thousand Oaks, CA: SAGE, 2013.
- Peters, Thomas J. "Leadership: Sad Facts and Silver Linings." *Harvard Business Review* 79, no. 11 (2001): 121-129.
- 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.

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

Spurgeon, C. H. *Lectures to My Students: Complete & Unabridged*. Grand Rapids, Mich.: Zondervan Pub. House, 1954.

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

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 forum discussions will give some demonstration about the degree of the student's engagement with the reading.

Assignments

57 hours

1. The forum discussions each week are to be:
 - a. 265-400 words (1 to 1.5 pages) (2 hours X 10 weeks = 20 hours allotted).
 - b. They are due 30 minutes before the online class session begins.
2. Midterm. There will be an open book, open note, open computer, case study exam during the intensive. 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. (2 hours allotted).
3. Final assignment: **Reflection on a specialized ministry**

All semester we will be thinking about a ministry of special interest to you. This could be a “dream job” or a ministry that you are currently in. You will take into account the age of the people being ministered to, the location of the ministry, the aims of the ministry, the needs and abilities of the people being ministered to, the atmosphere of the organization. The question you are to address is: What would an effective leader do in this ministry? To a large extent, this post will be cumulative as we will be addressing questions related to this assignment in a number of the forums.

There will be no reading due the last week of class. But this “paper” (final forum discussion) is due. I want it submitted as a forum post so that you all may learn from one another. We will discuss these papers in our discussion final online together but if someone misses that discussion, they will need to write 8 replies.

The purpose of this assignment is to peruse back at all of the readings for this course and your forum posts and reflect how they shed light on this leadership in a specialized ministry. The hope is that this exercise of synthesis and personal application will cement what you learned in this course. It will also help other students review and recall what we have learned and will help them to see areas of application and depth.

On the last day of class, the final forum post will be a 1060 word discussion (4 pages). (12 hours allotted).

Additional requirements:

1. Participate in 12 one-hour class sessions online (through Adobe Connect or Google Hangouts). The first one out of the 12 is optional—no makeup work is necessary if it is missed. If you cannot make a session or prefer not to interact online in this way, you will need to do 8 forum “replies” on the forum discussions of eight of your classmates in lieu of attending the session for that week. This will give you an opportunity to learn from your classmates. These eight replies should be completed 48 hours after the online class session concludes. Or, you may watch the recording of the Adobe Connect session write and write a 265 word response in lieu of the 8 replies. Points will be removed from your forum discussion grade for that week if you do not attend the online session, nor do the 8 replies, nor do the response to the recording. (12 hours allotted).
2. Video lectures. There may be as much as 30 minutes of video (narrated PowerPoint video) to watch per module. (6 hours allotted).

Criteria for forum discussion grading:

In some courses the forum discussions are less significant because they are not graded and the assigned papers are what is graded. People are free to interact casually in the forums. But in this course, I want everyone to learn from each other so I do not want to have long assigned papers that only the professor reads so the forum discussions in this course are more like "papers."

I would just say for this course all of the initial discussions should be thought of as a "paper." I would encourage people to write these discussions in Microsoft Word and make sure they are without grammatical errors and spelling errors so that they are clear. And I would encourage people 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 forum discussion 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- forum discussion does most of the above and is almost an A but their discussion may only cite half of the resources so it is not clear they have digested all of the materials.

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

A B- forum discussion 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 forum discussions. In other words, the forum discussions 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.

Late Work Policy

Late work will be accepted up to one week but with a 2-letter grade deduction (A to C, etc.)! This is to encourage the student to get their discussion in on time—for the sake of the whole class. Work that is submitted less than a week late may be accepted for less 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.

Course Schedule

Week # and Online session at 9 pm	Topic	Reading Due	Forum post due
1. Mon Feb 3			
2. Tues Feb 11	Leadership is influencing a group to achieve a goal	Northouse ch. 1 Introduction; ch. 4 Style Approach; ch. 16 Leadership Ethics ¹ PDFs: Barth ² Bonhoeffer ³ Hybels ⁴ Collins ⁵	How are both relationship and task necessary for influencing a group to achieve a goal (Northouse ch 1 and ch. 4)? In teleological ethics, one seeks good ends. In deontological ethics, one seeks good means (Northouse ch. 16). What is the ends (goal or task) Barth and Hybels are trying to achieve? According to

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

² 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.

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

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

⁵ 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.

			<p>Bonhoeffer, what means (i.e. effects on people) should distinguish Christians (in contrast to Hitler!)?</p> <p>As you graduate and launch into future ministry, what "dream" ministry position or current ministry position would you like to spend thinking about this semester? Tell us about the age (children, youth, college students, young adults, families, seniors, all ages), location of the people (rural, urban, suburban), the kind of ministry you are interested in (discipleship, evangelism, ministry to the poor, reconciliation, worship, preaching,</p>
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			workplace, missions, etc.), and the type of organization (megachurch, small church, parachurch organization, campus ministries, etc.) In your "dream" ministry position (or current position) what is the goal of the organization and how can you envision using both task-oriented and relational styles of leadership?
3. Mon Feb 17	Understanding "transformational leadership" and Mark McCloskey's 4-R Model framework	Northouse ch. 9 Transformational Leadership; Crouch ch. 1-5 ⁶ PDFs: McCloskey ⁷ Collins and Porras ⁸ Claiborne and Perkins ⁹	How do you see the readings by Crouch, Collins and Porras, Claiborne and Perkins, demonstrating in different words the

⁶ Andy Crouch, *Playing God : Redeeming the Gift of Power* (Downers Grove, IL: IVP Books, 2013).

⁷ 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).

⁸ James C. Collins and Jerry I. Porras, "Building Your Company's Vision," *Harvard Business Review* 74, no. 5 (1996).

⁹ Shane Claiborne and John M. Perkins, *Follow Me to Freedom: Leading and Following as an Ordinary Radical* (Ventura, Calif.: Regal, 2009).

			characteristics of "transformational leadership" (Northhouse ch. 9) and McCloskey?
4. Tues Feb 25	Relationships: Evaluating and developing the character of the leader	Northhouse ch. 2 Trait Approach; Crouch ch. 6-8 PDFs: Coutu ¹⁰ Heifetz and Linsky ¹¹ Bennis and Thomas ¹² Clinton ¹³ Spurgeon ¹⁴ Ch. 1 audiobook Spurgeon: http://www.youtube.com/watch?v=pHmdJFKGbfo&list=PL2A853550DAF3D169	Why does character matter for Christian leaders? How does one develop strength of character (the fruits of the Spirit!) and be wary of character flaws? Please reflect on the readings.
5. Mon Mar 3	Relationships: Utilizing one's personality in leadership	Northhouse ch. 13 Psychodynamic Approach Crouch ch. 9-11 PDFs: Scazzero ¹⁵ McHugh ¹⁶ Kellerman ¹⁷ Maccoby ¹⁸	How does God use our unique gifts yet also shore us up by people around us? Please reflect on the readings.

¹⁰ Diane L. Coutu, "How Resilience Works," *Harvard Business Review* 80, no. 5 (2002).

¹¹ Ronald A. Heifetz and Marty Linsky, "A Survival Guide for Leaders," *Harvard Business Review* 80, no. 6 (2002).

¹² Warren G. Bennis and Robert J. Thomas, "Crucibles of Leadership," *Harvard Business Review* 80, no. 9 (2002).

¹³ J. Robert Clinton, *The Making of a Leader: Recognizing the Lessons and Stages of Leadership Development*, Rev ed. (Colorado Springs, CO: NavPress, 2012).

¹⁴ C. H. Spurgeon, *Lectures to My Students: Complete & Unabridged* (Grand Rapids, Mich.: Zondervan Pub. House, 1954).

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

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

¹⁷ Barbara Kellerman, "Leadership Warts and All. (Cover Story)," *Harvard Business Review* 82, no. 1 (2004).

¹⁸ Michael Maccoby, "Narcissistic Leaders: The Incredible Pros, the Inevitable Cons," *Harvard Business Review* 82, no. 1 (2004).

6.	Tues Mar 11	Roles: Evaluating the group's culture	Northouse Ch. 6 Contingency Approach; Ch. 10 Servant Leadership; Crouch 12-14 PDF: Lencioni ¹⁹	How does a leader analyze and shape the culture of an organization or group? Please reflect on the readings.
7.	Mon Mar 17	Roles: Structuring processes and practices	Northouse ch. 11 Authentic Leadership; Yoder ²⁰ PDFs: Peters ²¹ Peterson ²²	How does Yoder's vision of five biblical practices address the concerns of leadership writers? How does Peterson's vision of a pastor compare with visions of "authentic" leadership?
	Mon Mar 17 BREAK			
8.	Intensi ve: Tues- Thurs Mar 25-27			Midterm
	Mon Apr 7 BREAK			

¹⁹ Patrick M. Lencioni, "Make Your Values Mean Something," *Harvard Business Review* 80, no. 7 (2002).

²⁰ John Howard Yoder, *Body Politics: Five Practices of the Christian Community before the Watching World* (Scottsdale, PA: Herald Press, 1992).

²¹ Thomas J. Peters, "Leadership: Sad Facts and Silver Linings," *Harvard Business Review* 79, no. 11 (2001).

²² Eugene H. Peterson, *Working the Angles: The Shape of Pastoral Integrity* (Grand Rapids, Mich.: W.B. Eerdmans, 1987).

9. Mon Apr 14	Responsibilities: wise shrewd skillful leadership depending on the situation	Northouse ch. 3 Skills Approach; ch. 5 Situational Leadership; ch. 7 Path-Goal Theory; Hybels ²³ PDF: Heifetz and Laurie ²⁴	Is “character” enough? To what extent is leadership about having the right expertise and capability 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. Tues Apr 22	Results: the group’s achieving goals consistently over the long-term	Northouse ch. 8 Leader-Member Exchange Theory; ch. 12 Team Leadership; PDFs: Buckingham and Coffman ²⁵ Fee ²⁶ Barth ²⁷	How does the leader achieve long-term success? What are the keys to organizational effectiveness? Please reflect on the

²³ Bill Hybels, *When Leadership and Discipleship Collide* (Grand Rapids, Mich.: Zondervan, 2007).

²⁴ Ronald A. Heifetz and Donald L. Laurie, "The Work of Leadership," *Harvard Business Review* 79, no. 11 (2001).

²⁵ Marcus Buckingham and Curt Coffman, *First, Break All the Rules: What the World's Greatest Managers Do Differently* (New York, NY.: Simon & Schuster, 1999).

²⁶ 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).

²⁷ Barth, *Church Dogmatics*, IV/3.2, 769-780.

			readings.
11. Mon Apr 28	Results: assertion and caginess	<p>Northouse ch. 14 Women and Leadership; PDF: Ch. 11 of Morse²⁸ Ch. 9 of Cleveland²⁹</p> <ul style="list-style-type: none"> ● Watch the 60 Minutes interview with Sheryl Sandberg about her book: <i>Lean In: Women, Work, and the Will to Lead</i> (2013): http://www.cbsnews.com/video/watch/?id=50149975n (about 12 minutes). ● Listen to the 26 minute HBR Ideacast Interview with Sandberg: http://blogs.hbr.org/ideacast/2013/03/sheryl-sandberg-the-hbr-interv.html You can download it to iTunes, etc. ● Optional: Read the <i>Time</i> magazine cover story: Luscombe, Belinda. "Confidence Woman." <i>Time</i>, Mar 18 2013: http://ideas.time.com/2013/03/07/confidence-woman/ <ul style="list-style-type: none"> ● You might also watch the extra interview about the 60 Minutes interview: http://www.cbsnews.com/8301-504803_162-57573477-10391709/sheryl-sandberg-on-findingyour-mentor/ (5 minutes). ● 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"> ○ Amazon Best Sellers Rank: #18 in Books (See Top 100 in Books) ○ #1 in Books > Biographies & Memoirs > Professionals & Academics > Business ○ #1 in Books > Business & Investing > Women & Business ○ #1 in Books > Business & Investing > Management & Leadership > Leadership 	Should women "lean in" as Sandberg suggests? If so, what should they lean in to? Please reflect on the readings.

²⁸ MaryKate Morse, *Making Room for Leadership: Power, Space and Influence* (Downers Grove, Ill.: IVP Books, 2008).

²⁹ Christena Cleveland, *Disunity in Christ: Uncovering the Hidden Forces That Keep Us Apart* (Downers Grove, IL: IVP Books, 2013).

12. Tues May 6	Results: Leading across cultures	Northouse ch. 15 Culture and Leadership PDFs: Plueddemann ³⁰ Branson ³¹ Chaves ³² Bellofatto and Johnson ³³	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. Mon May 12	Imagining our leadership futures		Reflection on a specialized ministry due
Tues May 20	No class	NO CLASS. We are finished.	Nothing due.

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

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

³² 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

³³ 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. Forum discussion	7%
3. Forum discussion	7%
4. Forum discussion	7%
5. Forum discussion	7%
6. Forum discussion	7%
7. Forum discussion	7%
8. Midterm	10%
9. Forum discussion	7%
10. Forum discussion	7%
11. Forum discussion	7%
12. Forum discussion	7%
13. Reflection on specialized ministry	20%
Total	100%

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.