



BETHEL SEMINARY

ML523

Introduction to Transformational Leadership

SYLLABUS

Professor: Andrew D. Rowell

Term: Spring 2015

Delivery: Traditional

Dates: Thursdays: Feb 5, 12, 19, 26, Mar 5, 26, Apr 2 (Maundy Thursday), 9, 16, 23, 30, May 7, 14, 21. [No class Mar 12 or 19]

Time: 1:30 pm - 4:30 pm

Location: Seminary Building BSSP 100

Course credits: 3

Enrolled: 21 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.

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

Instructor Information

Professor Andrew D. Rowell (“Andy”)

Instructor of Ministry Leadership

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Bethel Seminary Office: A201

Facebook: My current policy is not to be Facebook friends with students. I only use it to occasionally post family photos so you are not missing anything.

Twitter: <https://twitter.com/AndyRowell> I sometimes post links to things I’m reading here but there is no need to watch this. Any resources for this class, I will share with you through Moodle.

Blog: <http://www.andyrowell.net/> I rarely blog anymore.

Course communication:

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 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 will return email messages within 24 hours—usually within a few hours.
- Grading turn-around times: I will plan to return assignments within one week.

Required Resources:

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

McCloskey, Mark, and Jim Louwsma. *The Art of Virtue-Based Transformational Leadership: Building Strong Businesses, Organizations and Families*. Bloomington, MN: The Wordsmith, 2014.
978-0988735620 <http://www.jmarkpartners.com/>

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

Wren, J. Thomas. *The Leader's Companion: Insights on Leadership through the Ages*. New York: Free Press, 1995.
978-0028740911 eBook available. [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].

General Activity Guidelines

Total hours: 120

Reading: *47 hours (11 weeks X \approx 4.3 hours each)*

Classroom: *42 hours (14 classes X 3 hours)*

Weekly assignments: *22 hours (11 weeks X 2 hours each)*

Midterm: *3 hours preparation*

Personal Development Plan Paper: *6 hours (3 pages).*

Weekly papers

Assignments must be submitted electronically through Moodle as a Microsoft Word or PDF document before 1:00 pm 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 1:30 pm).

The weekly assignments are to be 265-400 words (1 to 1.5 pages). *(2 hours X 11 weeks = 22 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.

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. (6 hours allotted for 795 word paper (about 3 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 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.
3. *Three 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:
 - a. Specific
 - b. Measurable
 - c. Actionable/Attainable
 - d. Realistic/achievable
 - e. Time-bounded/able to be tracked and monitored
 - f. 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.
 - g. 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, 2015 I will identify six possible ministry coaches and interview each. By June 1, 2015 I will

have researched ten books on my specialized interest and will have chosen two to read. By December 31, 2015 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.

Course Schedule

Week # Thursday at 1:30pm	Topic	Reading Due	Paper due
1. Feb 5 <i>3 hours class</i>	What is leadership and why leadership?		
2. Feb 12 <i>3 hours class + 4.5 hours reading + 2 hours writing = 9.5 hours</i>	Tasks matter: Leadership matters because some things are worth doing.	Northouse ch. 1 Introduction ¹ (18 pages) = .5 hours Crouch ch. 1-5 ² (106 pages) = 3 hours PDFs: Hybels ³ (15 pages) = .5 hours Barth ⁴ (5 pages) = .5 hours = 4.5 hours	Northouse defines leadership (ch. 1). Andy Crouch describes how we cannot avoid exercising power but that power can be used for good or evil. Bill Hybels and Karl Barth describe the task of Christians.

¹ Peter G. Northouse, *Leadership: Theory and Practice*, 6th ed. (Thousand Oaks, CA: SAGE, 2013), 1-17.

² Andy Crouch, *Playing God: Redeeming the Gift of Power* (Downers Grove, IL: IVP Books, 2013), 9-114.

³ Bill Hybels, *Courageous Leadership* (Grand Rapids, Mich.: Zondervan, 2002), 13-28.

⁴ Karl Barth, *Church Dogmatics*, 4 vols. in 13 parts vols. (Edinburgh, New York: T&T Clark, 1956-1969, 1975, 2009), IV/3.2, 796-801.

			<p>Drawing on the readings, how is leadership related to achieving a common goal? Or, how is the leader's role connected to the organization's goal? Based on Crouch, Barth, and Hybels, how would you describe what Christians are to do in this world? Why do we need leaders for that; could not individuals just do it themselves?</p> <p>Optional questions:</p> <p>What is the goal or purpose of the group(s) you are part of? Might you further that goal better? What is the role of the follower in contrast to the leader?</p>
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			How might your group better align itself with its purpose / task / goal? = 2 hours allotted
3. Feb 19 3 hours class + 5 hours reading + 2 hours writing = 10 hours	People matter: Good leadership is important because people matter.	<p>Northouse ch. 4 Style Approach⁵ (21 pages) = 1 hour Northouse ch. 16 Leadership Ethics⁶ (26 pages) = 1 hour Crouch ch. 6-8⁷ (51 pages) = 2 hours</p> <p>PDFs: Collins⁸ (10 pages) = .5 hours Collins⁹ (4 pages) = .5 hours = 5 hours</p> <p>Optional: Claiborne and Perkins¹⁰ (5 pages) = .5 hours Bonhoeffer¹¹ (28 pages)</p>	Northouse describes the dynamics of task and relationship in leadership (ch. 4). In teleological ethics, one seeks good ends. In deontological ethics, one seeks good means (Northouse ch. 16). Andy Crouch reflects on

⁵ Northouse, *Leadership: Theory and Practice*, 75-98.

⁶ Ibid., 423-452.

⁷ Crouch, *Playing God: Redeeming the Gift of Power*, 115-168.

⁸ Jim Collins, "Level 5 Leadership: The Triumph of Humility and Fierce Resolve," *Harvard Business Review* 79, no. 1 (2001): 136-139.

⁹ 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.

¹⁰ Shane Claiborne and John M. Perkins, *Follow Me to Freedom: Leading and Following as an Ordinary Radical* (Ventura, Calif.: Regal, 2009), 43-49.

¹¹ Dietrich Bonhoeffer, *Discipleship*, trans., Barbara G. Green and Reinhard Krauss, Dietrich Bonhoeffer Works, vol. 4 (Minneapolis: Fortress, 2001), 225-252.

			<p>how power is wielded in destructive ways and fruitful ways. Collins says the best leaders lead with humble determination and great organizations are disciplined about the task to be accomplished. Drawing on the readings, what means of leadership should we use as Christians? Or, what's wrong with using any means necessary to get something good done. (Do the ends justify the means? If you are trying to help the poor or communicate the good news, can you use questionable means to do so (like lying, cheating, murder,</p>
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			<p>torture, sexual immorality, bribery?)) Or, to go to the other extreme, should we ignore the ends (goals / purpose / task) altogether and just withdraw and seek purity by doing no harm?</p> <p>Optional question: Are you or your organization more tempted to use shady means to get things done or to more tempted to withdraw and just be pure?</p> <p><i>= 2 hours allotted</i></p>
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4.	Feb 26 3 hours class + 3.5 hours reading + 2 hours writing = 8.5 hours	The art of leadership: Understandin g “transformati onal leadership” and Mark McCloskey’s 4-R Model framework	Northouse ch. 9 Transformational Leadership ¹² (30 pages) = 1 hour McCloskey - Preface, Introduction, Prologue, ch. 1-2 (50 pages) ¹³ = 2 hours PDF: Kotter ¹⁴ (9 pages) = .5 hour = 3.5 hours Optional: Wren 19-22 ¹⁵ (26 pages) = 1 hour McCloskey ¹⁶ (14 pages)	How is “transformati onal leadership” different from “transactional leadership?” Bethel leadership professor Mark McCloskey has developed the 4-R Model as a comprehensiv e way to think about leadership. Despite being anecdotal, John Kotter’s practical article has been very influential. In what ways do “transformati onal
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¹² Northouse, *Leadership: Theory and Practice*, 185-218.

¹³ Mark McCloskey and Jim Louwsma, *The Art of Virtue-Based Transformational Leadership: Building Strong Businesses, Organizations and Families* (Bloomington, MN: The Wordsmith, 2014), 6-50.

¹⁴ John P. Kotter, "Leading Change: Why Transformation Efforts Fail," *Harvard Business Review* 85, no. 1 (2007): 96-103.

¹⁵ 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), 100-101; 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), 102-107; 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), 108-113; 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), 114-124.

¹⁶ 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).

			<p>leadership," McCloskey's model, and Kotter's approach, all have to do with relational moves and the character of the leader?</p> <p>Optional questions:</p> <p>Have you seen approaches to leadership which rely on bonuses, rewards, and punishments for their effectiveness? Did it work? What is the role of carrots (rewards) and sticks (punishments) in leadership? Do you use these with volunteers? What did you like about Kotter's article?</p> <p><i>= 2 hours allotted</i></p>
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<p>5. Mar 5</p> <p>3 hours class + 3 hours reading + 2 hours writing = 8 hours</p>	<p>Relationships: Evaluating and developing the character of the leader</p>	<p>Northouse ch. 2 Trait Approach (22 pages)¹⁷ = 1 hour McCloskey ch. 3 Relationships (23 pages)¹⁸ = 1 hour</p> <p>PDFs: Clinton ch. 2 ¹⁹ (16 pages) = .5 hour Spurgeon ch. 1 ²⁰ (15 pages) = .5 hour Free audiobook version: http://www.youtube.com/watch?v=pHmdJFKGbfo&list=PL2A853550DAF3D169</p> <p>= 3 hours</p>	<p>The “trait approach” suggests that leaders just need to develop certain traits and the rest will take care of itself. McCloskey also stresses the “character” of the leader. Charles Spurgeon stresses the need for the leader to be a person of integrity. Bobby Clinton describes how over a lifetime leaders develop character. What are some common points that you see being made in these four readings about what character</p>
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¹⁷ Northouse, *Leadership: Theory and Practice*, 19-42.

¹⁸ McCloskey and Louwsma, *The Art of Virtue-Based Transformational Leadership: Building Strong Businesses, Organizations and Families*, 51-72.

¹⁹ J. Robert Clinton, *The Making of a Leader: Recognizing the Lessons and Stages of Leadership Development*, Rev ed. (Colorado Springs, CO: NavPress, 2012), 33-47.

²⁰ C. H. Spurgeon, *Lectures to My Students: Complete & Unabridged* (Grand Rapids, Mich.: Zondervan Pub. House, 1954), 7-21.

			<p>traits are important and how they are developed? What struck you as convicting or something you need to consider further?</p> <p>Optional questions:</p> <p>How does your life story right now intersect with Bobby Clinton's timeline? In developing character, what is the role of fellowship and accountability with others—"relationships" vs. personal individual dogged self-discipline? That is, what comes first: the person's individual integrity (which lead to collaborative partnerships) or quality relationships (that lead to wholeness)?</p>
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			= 2 hours allotted
Mar 12 BREAK			
Mar 19 BREAK			
6. Mar 26 3 hours class + 4.5 hours reading + 2 hours writing = 9.5 hours	Relationships: Unleashing and guiding personality in leadership	Northouse ch. 11 Authentic Leadership ²¹ (30 pages) = 1 hour Northouse ch. 13 Psychodynamic Approach ²² (29 pages) = 1 hour 3 Bible passages on “gifts”: Rom 12:1-8; 1 Cor 12; Eph 4:1-16 = .5 hour PDFs: Goleman ²³ (10 pages) = .5 hour Scazzero ²⁴ (24 pages) = 1 hour	Northouse describes a couple different types of authentic leadership (ch. 11) and then looks too at how personality differences

²¹ Northouse, *Leadership: Theory and Practice*, 253-286.

²² Ibid., 319-348.

²³ Daniel Goleman, "What Makes a Leader?," *Harvard Business Review* 76, no. 6 (1998): 93-102.

²⁴ Peter Scazzero and Warren Bird, *The Emotionally Healthy Church: A Strategy for Discipleship That Actually Changes Lives*, Expanded ed. (Grand Rapids, Mich.: Zondervan, 2010), 20-37, 221-226.

		<p>McHugh²⁵ (6 pages) = .5 hour</p> <p>= 4.5 hours</p>	<p>affect leadership (ch. 13). Pete Scazzero describes how his family was almost destroyed by his emotional shallowness. Adam McHugh wonders if there is a place for introverts in ministry. Daniel Goleman stresses that having “emotional intelligence” is crucial to effective leadership. The Rom 12, 1 Cor 12, and Eph 4 passages all discuss the diversity of gifts. How should we think about our natural inclinations and preferences? Should we</p>
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²⁵ Adam S. McHugh, *Introverts in the Church: Finding Our Place in an Extroverted Culture* (Downers Grove, Ill.: IVP Books, 2009), 9-14.

			<p>seek to find roles that allow us to thrive as we are? Or, should those natural gifts be developed and challenged? What should be our attitude as leaders about diversity in our organizations? To what extent should we seek uniformity or alignment and to what extent should we just let a million flowers bloom, that is for growth to occur naturally and organically without coordination —lest we oppress people trying to make them in our image?</p> <p><i>= 2 hours allotted</i></p>
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7. Apr 2 3 hours class + 5 hours reading + 2 hours writing = 10 hours	Roles: Evaluating organizational culture	Northouse ch. 6 Contingency Approach ²⁶ (13 pages) = .5 hour Northouse ch. 10 Servant Leadership ²⁷ (30 pages) = 1 hour McCloskey ch. 4 Roles ²⁸ (23 pages) = 1 hour Wren 38, 50 ²⁹ (17 pages) = .5 hour Crouch ch. 9-11 ³⁰ (61 pages) = 2 hours =5 hours	The contingency approach and servant leadership approach gives us tools to analyze the dynamics of an organization's culture and structure. McCloskey's understandin g of "Roles" helps us see future and present, inside and outside dynamics of an organization. Edgar Schein and Lee Bolman and Terrence Deal give us other highly influential tools for analyzing organizational culture. Andy
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²⁶ Northouse, *Leadership: Theory and Practice*, 123-136.

²⁷ Ibid., 219-252.

²⁸ McCloskey and Louwsma, *The Art of Virtue-Based Transformational Leadership: Building Strong Businesses, Organizations and Families*, 73-95.

²⁹ 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), 271-281; 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), 389-394.

³⁰ Crouch, *Playing God: Redeeming the Gift of Power*, 169-232.

			<p>Crouch argues that organizations (he calls them “institutions”) matter because they influence generations of people. Either reflect on what these different approaches have in common and how they are different. Or, apply these different analytical tools to reflect on an organization you are involved in.</p> <p><i>= 2 hours allotted</i></p>
<p>8. Apr 9</p> <p><i>3 hours class + 0 hours reading + 3 hours preparation = 6 hours</i></p>		Midterm and subsequent discussion	<p><i>=3 hours allotted in preparation</i></p>

9. Apr 16 3 hours class + 4 hours reading + 2 hours writing = 9 hours	Roles: Structuring processes and practices for wisdom	Wren 47, 53 ³¹ (25 pages) = 1 hour Yoder ³² (88 pages) = 3 hours = 4 hours	How might John Howard Yoder's five biblical practices disrupt problematic "groupthink" described by Irving Janis and help lead to wise decisions in way that is somewhat similar to that described by E. Frank Harrison in his description of how good decision- making happens? Optional questions: Which of the five biblical practices might be adapted to strengthen the organization you are involved in? Where do you see "groupthink"
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³¹ Irving Janis, "Groupthink," in *The Leader's Companion: Insights on Leadership through the Ages*, ed. J. Thomas Wren (New York: Free Press, 1995), 360-374; E. Frank Harrison, "The Decision-Making Process," in *The Leader's Companion: Insights on Leadership through the Ages*, ed. J. Thomas Wren (New York: Free Press, 1995), 408-417.

³² John Howard Yoder, *Body Politics: Five Practices of the Christian Community before the Watching World* (Scottsdale, PA: Herald Press, 1992), 1-88.

			<p>happening and how might a deliberate decision-making process avoid mistakes? Is Harrison's decision-making process realistic? Knowing that Yoder himself became deluded into thinking his sexual harassment on women was "biblical brotherly" affection, what role should consulting with others have in biblical interpretation ?</p> <p><i>= 2 hours allotted</i></p>
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10. Apr 23 3 hours class + 4 hours reading + 2 hours writing = 9 hours	Responsibilities: wise shrewd skillful leadership for diverse circumstances	<p>Northouse ch. 3 Skills Approach³³ (29 pages) = 1 hour Northouse ch. 5 Situational Leadership³⁴ (21 pages) = 1 hour Northouse ch. 7 Path-Goal Theory³⁵ (21 pages) = 1 hour McCloskey ch. 5 Responsibilities³⁶ (16 pages) = .5 hour</p> <p>PDF: Peterson³⁷ (18 pages) = .5 hour</p> <p>= 4 hours</p> <p>Optional: Wren 25, 32³⁸ (10 pages)</p>	<p>The skills approach argues that leaders need organizational capability, relational skills, and field-specific knowledge. The situational leadership approach and path-goal theory argue that there are certain technique and procedures which can help a clueless person become a competent manager. McCloskey argues that leaders need to learn how to carry out four responsibilities. Eugene</p>
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³³ Northouse, *Leadership: Theory and Practice*, 43-74.

³⁴ Ibid., 99-122.

³⁵ Ibid., 137-160.

³⁶ McCloskey and Louwsma, *The Art of Virtue-Based Transformational Leadership: Building Strong Businesses, Organizations and Families*, 96-111.

³⁷ Eugene H. Peterson, *Working the Angles: The Shape of Pastoral Integrity* (Grand Rapids, Mich.: W.B. Eerdmans, 1987), 1-18.

³⁸ 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), 144-148; 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), 207-211.

			<p>Peterson argues that it is easy to teach a leader superficial skills but they need instead to develop depth (through Scripture, prayer, and interacting with people one-on-one). Do you agree with the Northouse approaches and McCloskey that even if a person has “character,” they may still be a pretty naïve incompetent leader and could be greatly helped by learning some things about leadership? Or, do you worry with Peterson that managerial and leadership techniques or skills end in deceptive</p>
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			<p>manipulation and trickery?</p> <p>Optional questions:</p> <p>Have you been more frustrated by incompetent leadership (that could have used some leadership training) or have you been more wounded by charismatic leaders who are devious, cold, and calculating? Is there a way to learn leadership skills but ditch those leadership “best practices” when they conflict with Jesus’ way?</p> <p><i>= 2 hours allotted</i></p>
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11. Apr 30 3 hours class + 4.5 hours reading + 2 hours writing = 9.5 hours	Results: managing a team to win	Northouse ch. 8 Leader-Member Exchange Theory ³⁹ (22 pages) = 1 hour Northouse ch. 12 Team Leadership ⁴⁰ (28 pages) = 1 hour McCloskey ch. 6 Results ⁴¹ (23 pages) = 1 hour PDFs: Buckingham and Coffman ⁴² (11 pages) = .5 hour Fee ⁴³ (25 pages) = 1 hour = 4.5 hours	In Leader-Member exchange theory, one's followers may receive special treatment. In the team leadership model, the leader is attentive to internal team dynamics. McCloskey reflects on the need for the leader to attend to the "team's" results. Marcus Buckingham and Curt Coffman identify the key factors in a team leader ("manager") who produces great results. Finally, New Testament scholar Gordon Fee
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³⁹ Northouse, *Leadership: Theory and Practice*, 161-184.

⁴⁰ Ibid., 287-318.

⁴¹ McCloskey and Louwsma, *The Art of Virtue-Based Transformational Leadership: Building Strong Businesses, Organizations and Families*, 112-125.

⁴² Marcus Buckingham and Curt Coffman, *First, Break All the Rules: What the World's Greatest Managers Do Differently* (New York, NY.: Simon & Schuster, 1999), 25-36.

⁴³ 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), 121-146.

			<p>identifies the role of the leader in the New Testament as something of a player-coach among the people of God—prodding them toward results.</p> <p>To what extent does a leader of a team care for team members' concerns and to what extent does the leader of a team focus on results or "winning?"</p> <p>Should the best players be treated differently than others or should everyone be given equal playing time?</p> <p>How is a leader "just one of the team" and how are they different?</p> <p>Optional questions:</p>
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			<p>What strikes you about what Buckingham and Coffman say about great managers? To what extent is Gordon Fee's functional description of leaders in the New Testament different from the Roman Catholic / Lutheran / Anglican / Methodist/ Reformed / Baptist understanding of bishops, elders, and deacons as ordained representatives of Christ responsible for preaching and administering the sacraments as representatives of God?</p> <p><i>= 2 hours allotted</i></p>
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<p>12. May 7</p> <p>3 hours class + 5 hours reading + 2 hours writing = 10 hours</p>	<p>Results: Assertion and assisting for thriving</p>	<p>Northouse ch. 14 Women and Leadership⁴⁴ (26 pages) = 1 hour Wren 26-27⁴⁵ (19 pages) = 1 hour Crouch 12-14 (48 pages) = 2 hours</p> <p>Watch and listen: 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). = .5 hour 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. = .5 hour</p> <p>= 5 hours</p> <p>Optional: Ch. 11 of Morse⁴⁶ (14 pages) Ch. 9 of Cleveland⁴⁷ (24 pages)</p>	<p>The chapter in Northouse describes the literature on women in leadership. Judy Rosener and Virginia Schein give opposing view of women as leaders. Rosener says they lead differently than men and they are needed balance; Schein says they don't and the perception fuels their marginalization. Sheryl Sandberg's book <i>Lean In</i> is the best-selling leadership book in the last few years. Sandberg urges women</p>
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⁴⁴ Northouse, *Leadership: Theory and Practice*, 349-382.

⁴⁵ 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), 149-160; 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), 161-167.

⁴⁶ MaryKate Morse, *Making Room for Leadership: Power, Space and Influence* (Downers Grove, Ill.: IVP Books, 2008), 169-181.

⁴⁷ Christena Cleveland, *Disunity in Christ: Uncovering the Hidden Forces That Keep Us Apart* (Downers Grove, IL: IVP Books, 2013), 152-176.

			<p>and men to lean in to the workplace (and spend less effort on self-care, character development, and home life). What are some ways that both women and men might “lean in” and assert themselves more forcefully in working toward their goals (whatever they be)? How might women and men help others who have been historically marginalized get opportunities ?</p> <p><i>= 2 hours allotted</i></p>
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12. May 14 3 hours class + 4 hours reading + 2 hours writing = 9 hours	Results: Leading across cultures	<p>Northouse ch. 15 Culture and Leadership⁴⁸ (49 pages) = 1 hour</p> <p>Wren 36-37⁴⁹ (26 pages) = .5 hour</p> <p>McCloskey ch. 7- Epilogue⁵⁰ (33 pages) = 1 hour</p> <p>PDFs:</p> <p>Bellofatto and Johnson⁵¹ (8 pages) = .5 hour</p> <p>Branson⁵² (21 pages) = 1 hour</p> <p>= 4 hours</p> <p>Optional:</p> <p>Chaves⁵³ (37 pages)</p> <p>Plueddemann⁵⁴ (32 pages) = 1 hour</p>	In the Northouse chapter, we learn that in different countries, effective leadership is practiced differently. J. Thomas Wren and Marc Swatez point out that leadership is influenced by its historical context. Geert Hofstede describes some of the differences in how leadership is practiced globally. McCloskey looks at the contemporary
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⁴⁸ Northouse, *Leadership: Theory and Practice*, 383-422.

⁴⁹ 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), 245-252. 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), 253-270.

⁵⁰ McCloskey and Louwsma, *The Art of Virtue-Based Transformational Leadership: Building Strong Businesses, Organizations and Families*, 126-146.

⁵¹ 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): 157-164.

⁵² Mark Lau Branson and Juan F. Martínez, *Churches, Cultures and Leadership: A Practical Theology of Congregations and Ethnicities* (Downers Grove, IL: InterVarsity Press, 2011), 210-231.

⁵³ 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

⁵⁴ Jim Plueddemann, *Leading across Cultures: Effective Ministry and Mission in the Global Church* (Downers Grove, Ill.: IVP Academic, 2009), 77-109.

			<p>context and describes two historical examples of leadership.</p> <p>Gina Bellocatto and Todd Johnson tell us about global trends using statistics.</p> <p>Mark Lau Branson describes the kind of listening that a leader must do when they are doing cross-cultural ministry.</p> <p>Two questions: (1) If working with people not from one's own background, how might a person develop more cross-cultural competence so as to lead more effectively?</p> <p>(2) What kind of character might be useful in cross-cultural situations despite</p>
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			<p>confusing language, communication, time, and power structure differences in culture?</p> <p>Hospitality, flexibility, humility?</p> <p>= 2 hours allotted</p>
<p>13. May 21</p> <p>3 hours class + 0 hours reading + 6 hours writing = 9 hours</p>	<p>Imagining our leadership futures</p>		<p>Personal Development Plan Due = 6 hours allotted</p>

<i>120 total hours</i>	<i>42 hours class time</i>	<i>47 hours of reading</i>	<i>31 hours assignments</i>
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Grading

Assessed Activity Weighting

2.	Paper	7%
3.	Paper	7%
4.	Paper	7%
5.	Paper	7%
6.	Paper	7%
7.	Paper	7%
8.	Midterm	11%
9.	Paper	7%
10.	Paper	7%
11.	Paper	7%
12.	Paper	7%
13.	Paper	7%
14.	Personal leadership development paper due	12%
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-

Late Work Policy

Late work will be accepted up to one week with a 2-letter grade deduction (A to C, etc.). This severe penalty 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 one 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.

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.

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.

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