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ML 760 Missional Leadership Research Design

Russell W. West

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ML 760 Missional Leadership Research Design (3)

Wednesday 2:30 – 5:15

Room: M202

Russell W. West, Ph.D.

Course Description

The course provides a historical, theoretical and heuristic orientation to leadership studies for purposes of conducting doctoral-level research and theory-building in church life, missiology, intercultural studies and evangelism. Participants will design publishable research projects in theory-grounded missional leadership.

Professor's Introduction. This is a doctoral seminar course. The course will depend less on professor presentations, and more on peer instruction, co-constructed learning and professor consultations around reading and individual learning. The course requires in-depth reading, analysis and moderate organizational field work and reporting. The focus of the course is to help doctoral learners develop serious research agendas for scholarly and missional careers.

Office Hours and Location. Wednesdays 9:30-12:30; other times by appointment. Email for appointment. Phone: 858-2094. McPheeters Center, Level 3, Room 307. Email: russell_west@asburyseminary.edu.

Course Objectives

By the end of this course, participants will be able to:

1. Associate leadership questions – practical and theoretical -- to appropriate bibliographic materials.
2. Demonstrate critical and constructive skills, as a leadership research consumer, by evaluating the policy value of leadership research materials.
3. Select from a variety of leadership theories, constructs and frameworks to diagnose missional leadership concerns.
4. Select from existing research materials – concepts, theories, protocol, metrics, software – to design administrative research strategies appropriate to missional leadership contexts.

We will give special attention to:

Special Topics

- Theological Values in Research Practice
- Philosophical Values in Research Practice
- Research in Organizational Learning
- Cross Cultural Considerations in Design/Analysis
- Action Research (Operational or Administrative and Participative)
- Grounded Theory Research Method
- Appreciative Inquiry
- Discourse Analysis
- Situation Analysis
- Movement and Idea Research
- Social Network Analysis

Techniques

- Theory-Building (Implicit and Explicit)
- Conducting Literature Reviews
- Survey/Questionnaire Design Techniques
- Scale Selection and Development
- Focus Group Research Techniques
- Interview Technique
- Sentence Completion Techniques
- Critical Incident/Significant Event Audits
- Program Evaluation
- Research Ethics Protocols
- Data Collection/Storage, Management
- Scholarly Writing/ Publishing

Course Texts (Reading Due Dates Listed Below)

Read By Feb 15: M. Neil Browne and Stuart Keeley, *Asking the Right Questions:* (6th Ed.)

Read By Feb 22: Rost, Joseph C. *Leadership for the Twenty-First Century*

Read By Mar 8: Colin Robson. *Real World Research*.

Read By Mar 29: Michael Harrison. *Diagnosing Organizations: Methods, Models and Processes*.

Read By: To be Assigned to Support Discussions: Bernard Bass. *Stodgill and Bass' Handbook of Leadership*

Collateral Reading

- Peter Block. *Why Non-Profits Fail: Overcoming Founder's Syndrome, Fundphobia and Other Obstacles to Success*. Jossey-Bass. [NOTE: Do Not Buy Until in Class ~ May Become Collateral Reading]
- Martin Chemmers. *An Integrative Theory of Leadership*.
- Yukl, Gary. *Leadership in Organizations*.

Software*

Note: You may be required to obtain student versions of:

- Statistical Package for Social Sciences (SPSS) (www.SPSS.com)
- ATLAS-ti. (www.atlas.to.com)

* The professor is seeking to obtain institutional copies for this course. Delay purchase until after the class has met. These programs can be cost-prohibitive, so we will make some decisions about their value to our needs *after* we have met as a class.

Course Assignments ~ At-A-Glance: *In this class you will present a chapter overview from a book, present a research protocol overview, conduct a field project (supported by a matrix design process) and write a publishable article (supported by a proposal process). No book reports are due, but demonstrated readiness with concepts in text are expected as demonstration for the Course Participation Grade.*

- **Publishable Missional Leadership Research Proposal (1-Page).** Using principles of theory-building, submit a 1-Page research proposal with publishability potential, preferably to a missional audience. Proposal must state which journal(s) you targeting. **Due: Feb 22**
- **Developing a Diagnostic Matrix (1-Page).** Experience the theory-building process by selecting a puzzling leadership phenomenon found in missional organizations. In conjunction with a study group, design an appropriate research strategy to learn about *your* research problem (evidenced in a 1-page research matrix, example provided by the professor). Present your matrix to the entire class for peer instruction, critique and improvement. Professor will provide examples during the instructional session on this topic/technique. **Due: Week after Instructional Session. Approx., Mar 1.**
- **Bass and Stodgill Chapter Overview Talk (3-4 PPT Slides)** In coordination with your peers, select a leadership research chapter from B & S and give a 10 minute talk. Organize a brief overview of the concepts, constructs and key studies from the chapter. Point out its value to missional leadership questions and concerns for class discussion. Emphasize the value of footnoted material in B & S by obtaining primary copies from journals. **Due; On Sign Up Dates. Presentations Begin Approx., Feb 15**
- **Research Procedure Talk (3-4 PPT Slides).** In coordination with your peers, select a research design protocol from a list of social science methodologies and scales, and give a 10-minute talk. Each participant prepares a presentation on their method. Find (on the web) and provide digital copies of an article-length example of the research, its scales or instruments for your presentation. For example: You picked Grounded Theory. You present a 4-slide talk on what it is; who are its chief proponents/critics, and any bibliographic history of the debates between them; how it is done; its strengths and weaknesses; and its value for missional leadership research. You supply the – by posting in the class icon – a copy of a web-article you

found on the GT in leadership. You illustrate GT, using the article. **Due; On Sign Up Dates. Presentations Begin Approx., Feb 15**

- **Organizational Audit ~ Field Project (Part One ~ Audit, 2-Page Procedure Description).** Demonstrate learning from assigned texts by conducting an in-depth diagnostic project in a missional organization/community, preferably local. You will seek access to study one feature of an organization behavior or a particular impairment, e.g., change practices, HR problems, meaning of low attendance rates, constituent satisfaction with a program, etc. Your organizational case must involve on-site diagnostics, survey work, interviews and evaluation according to a theoretical construct(s). Ideal designs will have multiple phases, e.g., 3-4 phases or visits therefore negotiate access to your research site immediately after the class begins. Because we want to learn *how* to do this kind of research, this problem-based approach will provide opportunities to discuss what you are learning in your visits, obtain peer/professor input and support, host theory/technique discussions of your case. For Submission: You will write a 2-page description of the procedures you followed to complete the audit. **Due: Apr 19**
- **Publishable Article in Missional Leadership. (Part Two ~ Publishable Report, Plus Exhibits).** Write a 5000 word publishable article applying theory, leadership research in support of a missional leadership concern. While you focus on any missional leadership topic, you have permission to extend your field case study as the subject of your article. Using the style sheets of the chosen publisher. Note: You will be expected to support your research with copious “footnote quality level” work; this concept will be discussed throughout the semester. **Note:** The professor will invite participation from one or two selected research in one of his current research projects – he will use this project to illustrate his own wrestling with missional leadership research as an equal participant in the seminar process -- for joint publishing credits. **Due: May 3**
- **DOCTORALS ONLY ~ Qualifying Exam Question (Two Paragraphs).** In order to help those who will use this class for future qualifying examinations, doctoral participants will submit two exam questions reflecting on what you deem to be substantive issues of the course. This is a non-graded assignment. **Due: May 9**

Housekeeping Issues

- **Note on Paper Submissions ~ Self-Addressed SPO Envelopes:** Since seminary policy does not allow graded material to be dropped in SPO without privacy protection, all work must be submitted in a SPO self-addressed envelope large enough to contain the document without requiring folding. The professor will not return work which is not submitted in an envelope.
- **Style Stuff:** Work All work must be typed, 12 pt Times or Arial Font, Black Ink, Double-Spaced on White 8.5/11 Paper following the style manuals recommended by the seminary program to which you are apart (except in cases of submission for a publisher. In such cases, you must declare which style manual you are following).
- **Note on Proofreading:** At the graduate and doctoral levels, it should go without saying that all work should be proofread before submission, and that all work should be presented to represent one’s own work with due attribution to all others’ work used in its development. The professor reserves the right to return all papers with glaring proofing and presentation errors as unread, unmarked and graded accordingly. In some cases a resubmission option may be offered.

- **Note on Extensions:** Occasionally, our academic priorities have to be sacrificed to our personal priorities, e.g. personal, family, financial, physical responsibilities and abilities. While the professor is disposed toward a gracious understanding of these challenges, participants are encouraged to demonstrate diligence EARLY in the semester for end-semester assignments. A notification (or the professor’s acknowledgment) that you must attend to personal priorities does not reduce the responsibilities or penalties that fairness to all other participants who have met deadlines demands. Best policy: Do work early.

Grading

As a matter of grading philosophy, it is possible to receive FULL CREDIT (F/C) for completed work if you have complied with all instructions, demonstrated superior mastery and integration of course material and submitted work a scholarly interesting way. “A” quality grades are possible for an entire class under this philosophy. However, know that “B” quality grades are reserved for excellent and good work at Asbury Seminary. It is my practice to treat all submitted work as “formative evaluation” material. Therefore I ask for resubmissions (with instructions) when I know a learner is seeking to obtain mastery and superior “summative evaluations.” I will take grading opportunities to reflect on who you are becoming personally, vocationally, professional, and may offer comments on your work to that end. I invite you join me by making use of the evaluation process to integrate with your character, competence, confidence and credibility development processes. (1 Tim. 2:15)

Assignment Checklist	Value	Description	Due
<input type="checkbox"/> ML Research Proposal	5%	1-Page	Feb 22
<input type="checkbox"/> Developing a Diagnostic Matrix	10%	1-Page	Mar 1
<input type="checkbox"/> Bass and Stodgill Chapter Talk	15%	3-4 PPT, 10 Minutes	Begin on Feb 15
<input type="checkbox"/> Research Procedure Talk	15%	3-4 PPT, 10 Minutes	Begin on Feb 15
<input type="checkbox"/> In-Field Organizational Audit	30%	2-Page	April 19
<input type="checkbox"/> Publishable Article in ML	35%	5000 Word	May 3
<input type="checkbox"/> Two Qualifying Exam Questions	NG	2 Paragraphs	Last Week

Grading Scale

- A Superior, unusual model of originality, engagement, flawless work*
A- Superior work, model of mastery, integration and application
B+ Excellent, exceeds compliance with professor’s expectations
B Good work, complies with professor’s expectations, average
B- Good work, not fully representative of professor’s expectations
C+ Fair, meets requirements, with some noticeable inadequacies
C Fair, partially meets requirements with significant inadequacies
C- Minimal work acceptable; significant failures in compliance
D Credit for submission, passing grade given with reservations
F Unacceptable, incomplete or unsubmitted work, conference with professor advised