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## ML 700 Developing the Leaders Around You

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# ML 700 Developing the Leaders Around You

Asbury Seminary E. Stanley Jones School of

World Missions and Evangelism

*Professor: Russell W. West, Ph.D.*

Spring 2003

Time: Wed. 1:00-3:45

Office Hours: Tue. 1-4

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## Course Purpose

Leadership training has been called the “third essential task” of missiological enterprise, only third to church planting and nurturing believers to maturity (G. Van Rheenen, [\*Missions: Biblical Foundations & Contemporary Strategies\*](#)). Yet leadership is seldom prioritized in the training of intercultural workers and missionaries. This course, an advanced perspective and skill enhancement course, seeks to move toward remedy by providing a theoretical and practical orientation to leadership development studies through the implicational lens of missiological theory and research and application. Core emphasis: This class is designed to assist the participant accelerate their leadership development vision and ethic, and to and to help develop culturally appropriate strategies, perspectives, principles to help them train leaders in their current or anticipated ministry settings.

## Course Objectives

The learning experiences—lecture, texts, field research exercises and graded assessments--are designed around missiological and contextual applications of leadership development at all levels of conceptualization: intrapersonal, interpersonal, enterprise-organizational and societal-international. By the end of this course, participants will be able to:

1. Incorporate basic concepts from leadership studies—terms, history, theory and practice--into one's spirituality, vocabulary, reading, discussion of ministry leadership.
2. Reckon with one personal development needs and strategies in ways which are consistent with and enhancing to one's spiritual, personal and professional growth.
3. Express a missiologically-grounded leadership development vision and ethic by designing leadership development programming and resources.
4. Interact critically and integratively on leadership development questions and problems using the interdisciplinary literatures of the social sciences such as leadership, social psychology, human development and missiology through participation in selected reading, case analysis, program/resource audits and personal research/writing.
5. Demonstrate how different education and training approaches enable leadership development by engaging in different types of leadership curriculum development processes.
6. Operationalize practical implications of theory, concepts and perspectives by plotting their own personal that anticipates their post-graduation operational contexts by selecting learning demonstration projects such as personal leadership development plan, resource shelf and model leadership development program.
7. Recognize the weight of cultural, contextual and situational factors in selecting the appropriate leadership principles, performances or practices.
8. Doctoral participants will be able to demonstrate increasing scholarly expertise and appreciation of researchable leadership development themes by conducting research design model and presenting results to peers in a colloquium setting.

## Prerequisites

There are no prerequisites for this course. However, the recommended reading may provide insight into the professor's assumptive systems for the course's development and application. Learners are advised to at least briefly browse library copies early in the course process.

## Course Modules

The organizing themes below suggest the general direction of the course. The professor reserves the right to adjust these in order to tailor the course the specific needs of the learners.

Module One ~	The Missio Dei: The Grand Context of Our Leadercraft (1-2 Weeks)
Module Two ~	Transformative and Transgenerational Vision (2-3 Weeks)
Module Three ~	Grounding Your Leadership Development Ethic (2-4 Weeks)
Module Four ~	Learning Theory for the Adult Life Cycle (2-3 Weeks)
Module Five ~	Current Research and Trends: Missional Leadership Equipping (2-3 Weeks)
Module Six ~	Leadership Development/Performance in the Organization (2-3 Weeks)
Module Seven ~	Programming Strategies for Leadership Development (2-3 Weeks)

## Text/Assignments

The texts are arranged by due dates linked to class discussion plans. The professor has given a guide to how much energy you might expect to invest in the reading with "very light," "light" and "serious."

### *Required Texts*

Richards, Lawrence O. and Hoeldtke, Clyde. *Church Leadership*. Assignment (Study): 4-Mat Report Due by Feb 19  
Allen, Roland. *Missionary Methods: St. Paul's or Ours*. Assignment (Study): 4-Mat Report Due by Feb 26  
Coleman, Robert. *Masterplan of Evangelism*. Assignment (Light Reading): 4-Mat Report Due by  
Clinton, Richard. *Selecting and Developing Emerging Leader*. Assignment (Very Light Reading): 4-Mat Report Due by Mar 12  
Clinton, J. Robert. *Connecting* Assignment (Light Reading): 4-Mat Report Due by Mar 26  
Draves, William. *How to Teach Adults*. Assignment (Very Light Reading): 4-Mat Report Due by  
Reed, Jeff. *7<sup>th</sup> Priority Life Development Portfolio*. Assignment: Use in retreats, mentoring, 2-page assessment due with portfolio, May 14.

### *Recommended Text*

Collins, Randall. *The Credential Society: A Historical Sociology of Education and Stratification*.  
Murphy, Emmett C. *Leadership IQ: A Scientific Study of a New Generation of Leaders*.  
Hughes, Ginnett and Curphy. *Leadership: Enhancing the Lessons of Experience*.

## The Learning Process

**Assignments/Requirements.** The class will be convened as a service agency, *The Doulos Group*. It will serve leadership development needs of national churches, field missionaries, missions agencies and other cross-cultural/international ministries. Participants will create and compile leadership development materials and strategies while also working on their own leadership development "unfinished business." Several "demonstration of learning" projects will be evaluated over the semester:

1. **Developing the Leader Within.** Core to your growth as a developer of others is the requirement that you be a growing person yourself, with habits that prejudice you toward life-long learning. For this reason, a great deal of your "homework" for this course will require you to plan personal retreats, work toward greater life focus, find and become a mentor.

- **7<sup>th</sup> Priority Portfolio Retreats.** Selecting from materials in the "7<sup>th</sup> Priority Life Development Portfolio," you will develop 5-7 retreat experiences for your own current leadership development needs. Retreats should be no less than 3 hours each. Easily, the portfolio process could consume several years of focused effort, however you are tasked with selecting focal areas based on your current growth needs to assess and become familiar with an integrated systematic personal development process. This exercise will be debriefed and reproduced with both your mentor and mentee over

the semester. You will also write a two-page assessment of the 7<sup>th</sup> Priority System using concepts and insights gleaned from the class. Due: May 14. **Value: 30%**

- **Find and Become a Mentor** (Product: Mentoring Reflection Report – Add to 7<sup>th</sup> Priority Portfolio). In this semester, you will recruit both a professional development mentor and a professional development mentee within your sphere (preferably someone who is nationally/ethnically different from you). You will develop a mentoring covenant comprised of 5-7 meetings each. Instructions on how to develop mentoring relationships will be provided early in the course. By February 26, you should email a one-page Mentoring Plan (dates and topics you intend to discuss with the mentor). Due on May 14, you will submit a 2-page single space “Mentoring Reflection Report” to the professor. **Value: 20%**

2. **Developing Leadership Resources for those Around You.** As a mechanism for “problem-based learning,” the class is incorporated into a fictitious international leadership development agency called *The Doulos Group*. (Note: The *Doulos Group* is being launched in ML720 this semester; your group is a department. You will be expected to work together with this group). Each member of the class will produce a market-researched product of value for emerging leaders and seminarians like yourselves at home and abroad. See sample article on “Greenback Company” at: David Boje’s webspace: <http://cbae.nmsu.edu/mgt/handout/boje/greenback/> for an example of this innovative unto post-modern learning strategy. We will not do it exactly like Dr. Boje does, but will seek to come close!

After a departmental director is arbitrarily appointed, the group will organize, build teams, decide on work schedules, make all its tactical decisions to produce product lines in the following three delivery methods: (1) Mentoring-Based Resources; (2) Seminar-Based Experiences; (3) Formal/Curriculum-Based Programming. Each person will produce one complete high quality marketable project to contribute to the group’s three market lines. The final product should be incorporated onto *The Doulos Group Website*, and be presented in the final class period. Extreme creativity is invited—technology, drama, video, etc. Note: An initial plan is due to the professor by: **Feb 26. Final Project Due: May 21. Value: 25%**

Possible markets for your consideration:

- |  |   |   |
|--|---|---|
| - <i>International Leadership Crisis</i>       | - <i>Seminary/Bible School/Institute Models</i> | - <i>Mission Agency Leadership Dev</i>      |
| - <i>Needs of Emerging Leaders</i>             | - <i>International Students in the West</i>     | - <i>Field/Regional Representative Dev</i>  |
| - <i>Church Equipping</i>                      | - <i>Presidential Executive Dev</i>             | - <i>Project Leadership</i>                 |
| - <i>Gender Issues in Leadership Dev</i>       | - <i>Board/Governance Development</i>           | - <i>Leadership Dev as Mission Strategy</i> |
| - <i>Leadership Emergence of Ethnic Groups</i> | - <i>Executive Pastor Leadership Dev</i>        | - <i>Lay/Committee Leadership Dev</i>       |
| - <i>Children/Young Adult Leadership Dev</i>   | - <i>Management/Supervisory Dev</i>             | - <i>Other</i>                              |

**Special Projects:** The professor is looking for two people to assist him in the development of two leadership development projects: (1) Leadership Seminar Using Films/Literature for International Leaders; (2) Design of 4-day Advance Leadership Institute/Process for International Pastoral Leaders.

3. **Leadership Development Consultants ~ First Church, Almond Springs, CA.** The Doulos Group’s Leadership Development Department will be called upon to provide leadership development counsel and perspective for an emerging pastoral leader in-ministry. Visit: [www.christianleaders.org](http://www.christianleaders.org), click on “Start Here” for an introduction to your group’s consulting job this semester. Read: “Background, Parts A and B.” (Relax...it’s a case study!). The professor will select key episodes of the Almond Spring series to be analyzed (using the multi-level case analysis form, appendix) and discussed in class and online and in First Class Team Folders. More Information will be provided in class about these learning activities. **Value: 20%**

4. **Learning from Leadership Developers (4-Mat Reading Reports).** As the final section of your portfolio, you will submit a one-page reading report using the “4-Mat” process/system. Note: If you use 9-point fonts, you need only fill the space/size provided on the four quadrants of the form. If your learning style is more linear, you may type the four questions and answer them in order. One report is due for each assigned text; reports are expected on various dates throughout the semester as they will be discussed in class/groups led by doctoral participants. Reports due on the dates provided next to the text. **Value: 30%, 5% for each.**

### For Doctoral Students Only

1. **Research Design/Data Collection Plan.** Doctoral students will be expected to complete the options above, plus one. They are to envision a five-chapter dissertation project. The project, consulting Robert K. Yin’s Case Study Analysis, must focus on a leadership development practice or problem within a specific organization/cultural context. Your report will be an extremely abbreviated research prospectus, consisting of a problem statement, a list of the most important literatures, your theory about the problem, your data collection plan (sample included) and your expected findings for the project.

2. **Content Analysis of Leadership Development Trends in Missiological Journals - (Product: Journal Report, Peer Presentation).** Selecting one of the journals from the list provided during the class, you will conduct a thorough content analysis of leadership development trends/research/implications for the period extending from 1974 to the present. A brief presentation to peers/professor is built into the course calendar wherein you will outline your findings in a two-page single space "Journal Brief" (with copies of all found documents attached).

# Data Collection Plan

Some have asked; some have pretended to know; some haven't thought about it yet. Regardless of where you fall in this categorization, the following should shed some light on what we mean by a data collection plan. Here is an example that focuses on work-family conflict.

## What does a data collection plan look like?

Simply put, a data collection plan specifies exactly information you will collect to measure each variable in a research design.

### Examples:

#### Data collected by questionnaire:

Variable: work-family conflict experienced by employees at Regent University

Measure: The mean of a scale developed and used by Gutek, et al. comprised of eight statements. Responses are 1 (Completely false); 2 (false); 3 (neither true nor false); 4 (true); 5 (completely true).

How it will be collected: The 8 scale items will be part of a questionnaire given to a sample randomly selected from employee records at the University. Randomization will be accomplished by generating 4 digit random numbers in Excel and selecting those employees whose last 4 SSN digits match the random numbers. The sample will cover 20% of the employee population of the University. The questionnaire will be distributed in paper form through the internal mail system of the University. Employees will be given work time to complete the questionnaire.

Who will it be collected from?: Members of the sample covered above. In the event of non-response, a second distribution will take place within 2 weeks. Sample members not responding to the second distribution will be dropped from the sample and replaced.

This plan could be into a table like the one shown in the discussion in course materials.

#### Data collected by interviews

Variable: work-family conflict experienced by employees at Regent University

Measure: Examples of the 3 most severe incidents in the past year when an employee's job made it difficult or impossible to meet family responsibilities.

How it will be collected: 5 staff employees and 5 faculty employees will be interviewed. The Regent University human resources staff will select the 2 groups. The groups will be matched on tenure and number of dependents. The interviews will include the following questions to be asked of all group members:

- 1 How long have you worked for Regent University?
- 2 How much does your job interfere with your family responsibilities?
- 3 How often does your job interfere with family time?
- 4 Do you often have to work overtime or on weekends?
- 5 Can you think of 3 instances in the past year when your job interfered with your family responsibilities in a major way?

For each instance:

1. When did it occur?
2. What happened?
3. Did you ask your boss for help so you could meet your family responsibilities?
4. Were you given extra compensation or other rewards for doing this work?
5. What were the most significant interfering factors:
  - Work demands
  - The need to be at the university
  - Others

Who? Sample members defined above

# Appendix B: Conducting a Case Analysis: Multi-Dimensional

In situations where humans interact, seldom is only *one* thing going on. Human interaction is richly complex, and can be explained and viewed in many different ways. This sheet gives you a "multidimensional" approach to case analysis. When trying to determine what is taking place, each of these levels -- the pastoral, the organizational, the theological and the technical -- must be layered so that none of them is ignored. It is often tempting to focus on one (e.g. the pastoral) and neglect the others. It takes sustained attention and practice to learn the art of balancing each so that addressing one (e.g. your pastoral interest in the youth) does not nullify the others (e.g. your theology of worship).

In practice, the order in which you address each concern affects the pacing of your ministry. Concerns can come up in different orders. For example, organizational concerns are often "safer" and "less threatening" than pastoral issues that speak to the heart. There will, therefore, be times when the best strategy is to postpone the pastoral concerns while people adjust themselves to a jarring situation. Likewise, it may be that pastoral concerns (e.g. the youth's desire to be heard) must precede all other concerns. A sample case study, "The Youth Service" is provided to you can see the process illustrated.

## The Youth Service: Case Study

Your name is Terry. You've been youth director at the Graceland United Church for exactly one week. According to congregational tradition two things will happen three weeks from now, on the first Sunday, the pastor takes a week off and the youth "put on" the service. *You have just met with the folks that will help you plan "the youth service," as it is called. Four teenagers showed up for the meeting- Adele, Bob, Camille, and Iniki - as did the adults who volunteer with the youth group: Morris & Mara March and Foster & Felicia Franks. This is only the first of three scheduled meetings. And you have made it clear that the purpose of this meeting is not to decide on a plan but to get ideas and assumptions out on the table. When you asked the Senior Pastor if the Worship Committee needed to approve your plans, the pastor remarked casually, "Nah, this is your responsibility."*

*In fact, the Senior Pastor's only instructions to you were vague and contradictory. "Make sure the youth feel like it's their service and not some run-of-the-mill Sunday," the pastor said, "But don't do anything weird." You asked Felicia to translate his comments. All she said was that last year's service was a disaster because all the boys showed up with fake earrings.*

*The youth have some strong ideas about how the service should look. They want it to be an exact replica of a Wednesday night youth meeting. "We have to sit through adult services every Sunday," Adele said, "Let's show them how we worship God." They want to sing boisterous songs, accompanied by guitar. Iniki suggests you have some kind of a game that gets folks out of their pews and interacting with one another. And they all want you to give the morning sermon without being in the pulpit; they want you to walk around the front of the church and to ask questions. Bob and Camille are emphatic about the fact that you cannot wear "one of those silly preacher robes."*

*Foster Franks also has some clear ideas about where the service should go. A Korean War veteran, he believes that there should be some patriotic theme to the service. "Every year we ignore the Fourth of July," he complained. "We have to teach the kids that this country was founded as a Christian nation and that God gave us a responsibility in the world." He thinks a hymn like "God Bless America" and a sermon about "the tragedy of poverty in a nation called by God" would be "most appropriate." When you asked the other adults what they thought, they shrugged silently. Morris, a twenty-something newlywed, asked sarcastically if churches were allowed to preach on patriotism any more. "Doesn't that violate the separation of church and state?" he said with a chuckle. Mara seemed uneasy and asked the teens what they thought of Foster's idea. Adele rolled her eyes and said, "That's not quite what I had in mind for a youth service."*

*Just then Iniki turned the conversation back to the youth group's ideas for the service. "I thought this service was supposed to show people what the youth are like, Mr. Franks. We are from lots of places, and I don't think many of us have the same ideas as you about the United States. In fact, the youth group is far more diverse than the adults in the congregation. Maybe we can teach you people about tolerance." You worried that Foster Franks might get upset even though Iniki spoke respectfully. But the gray-haired man just smiled enigmatically.*

*Your present task is to decide what to do next. Interpreting what was said is, of course, the first step. You are new to the congregation, so you decide to proceed carefully. You don't intend to make any plans until you understand more about your group.*

## Analysis of "The Youth Service"

**The Person/Pastoral Level** refers to the personal concerns you (as Terry the Youth director) might have for the various people in the scene. Pastoral concerns center on relationships, emotions, perspectives and self-image.

- **Iniki, Adele, Bob and Camille:** Pastorally, you want to make sure that the youth feel heard in planning their service. Also, from a pastoral perspective, you will want to make sure that Foster Franks does not push his ideas on the youth. You can assess how they experience the worship service throughout the year. The interactive suggested says a lot about their experience of weekly worship.
- **Foster Franks:** Your pastoral concern for the adult volunteer is different. It seems clear that the youth are not interested in his patriotic service. So you will want to make sure that he does not feel slighted even if he does get his way.

**The Organizational/Community Level** refers to the issues that arise from running an organization. They often have to do with budgets, procedure, rights, and proper channels.

- **Ambiguous Instructions:** The senior pastor assigned you the service but gave you ambiguous and contradictory instructions. You are supposed to be innovative but not take it too far, different but not too different. In short, you have to make a judgment call about a community you do not yet know. Thus you are in a difficult organizational situation because you have not been given clear assignment.
- **Lead the Meeting:** This may be the first major project you do with the youth group and with the adult volunteers. And your still-forming credibility with them is more important in the long run than the service itself. How you handle yourself as you mediate between the youth and their adult advisors is crucial. It can be an early success on which to build or it can be an unfortunate obstacle that you will eventually have to overcome. At the organizational level, the service is not as important as your credibility with the youth and their advisors.

**The Biblical/Theological Level** refers to the deeper theological issues that provide the foundation of most religious discussions. It focuses on theological assumptions about God, the church and their roles in the world.

- **Theology of Worship:** Creating a worship service is a theological act. The music, prayers, readings and sermon each contain messages about who God is and how God relates to the congregation.
- **Theology of Ordination:** How is a worship service different when lay people lead it? Is a sermon's value diminished when someone who is not ordained preaches it? Your answer to those questions depends on your theology of ordination and your interpretation of theological concepts like the "priesthood of all believers."

**The Technical/Skills Level** refers to those practices, techniques and skills that may be applied to bring about desired results. The isolation of these practices may lead to participants to seek tutorials, advice from experienced voices, or self-directed web searches and research projects.

# Appendix E: Case Analysis Form

Case Title: \_\_\_\_\_

Analysis Completed by: \_\_\_\_\_

*Date*

Areas of Analysis	Observations	Personalize the Analysis
<b>People/Pastoral</b> Concerns: Who are the people, and how do the issues of the case affect them? All affected the same way?		What "people" issues are at stake? How would you resolve the people issues if you were a main agent in this case?
<b>Biblical/Theological</b> Concerns: What are the issues for spiritual, theological and biblical faithfulness? Where is God in this?		What is the "Next Faithful Step" for participants of the case? If you were in the case, what would be your next faithful step?
<b>Organizational /Community</b> Concerns: What is going on at the macro and micro organizational levels? What theories are at work?		Why are things the way they are in the case scenario at the organizational level? What processes need to be challenged? What policies need to be reviewed? What are the implications for capital? What evaluation is needed? Who needs to do it?
<b>Technical/Skill</b> Concerns: What techniques/skills could make a difference to participants?		If you were in the case participants' role, what skills would you need?