

1-1-2003

# ML 705 Transformative Leadership Theory

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## Recommended Citation

West, Russell W., "ML 705 Transformative Leadership Theory" (2003). *Syllabi*. Book 1939.  
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# ML705 ~ Transformative Leadership Theory

Dr. Russell W. West, Professor

Meeting Time/Location: Fall 2003, Wilmore

Wed. 5:30-8:30, SH408

**Course Description.** This course enhances the leadership reflexes of missional leaders by exploring the contextual nature and transformative implications of leadership. Using a post-modern approach to teaching and learning, cases studies of leaders are engaged through various media--film, documentary, biography, research and literature.

**Office Hours and Location.** Tuesdays 1:00- 4:00 and other times by appointment. Call 858-22094. McPheeters Center, Level 3, Room 307. Email: russell\_west@asburyseminary.edu

**Course Objectives/Modules.** At the successful completion of his course, students will be able to:

1. Module One ~ Read Leadership-Needy Situations. Exegete leadership-needy episodes in operational settings and identify leverages that help or hinder the desired transformative effects.
2. Module Two ~ Discern Between Leadership Theories. Select from a range of bibliographic options, leadership theories which are compatible with biblical leadership values and consistent with the possibilities latent with a vibrant Christian spirituality.
3. Module Three ~ Develop Refined Leadership Judgment. Demonstrate how increased theoretical mastery results in refined judgment skills in ambiguous leadership-needy episodes.
4. Module Four ~ Apply Judgment in Ministry Operations. Model advanced leadership understanding by identifying operational implications of transformative leadership theory for mission/ministry.
5. Module Five ~ Demonstrate skillful use of theory in the design of ministry leadership development resources that appeal to the whole person.

## For Non-Doctoral Students

- ML705 is designed as a doctoral course. Doctoral learners (PHD/DMS/DMN) are necessarily obligated to develop theoretical and bibliographic mastery while also developing a practical appreciation of course materials. Non-doctoral participants (MA/MDV) who register for the course obligate themselves to do the same, but in a limited way, one which focuses on professional growth.
- The professor will facilitate in-class group discussions in ways sensitive to the particular learning objectives of these two groups. Doctorals may be assigned leadership and mentoring duties for graduates within classroom group structures, e.g., discussion/project groups.

## Terminal Objectives of the Missional Leadership Concentration

Terminal objectives are culminating--graduation day--outcomes of the *Missional Leadership Concentration* of the School of World Mission/Evangelism. It is assumed if participants successfully complete the track they will be able to:

1. Cultivate conceptual grounding in theoretical and practical literatures of leadership studies.
2. Design, manage and assess theory-grounded research models reflecting leadership and related missiological literatures that are biblically, historically, culturally and strategically significant.
3. Develop leadership education/training models, resources and programming strategies relevant to one's anticipated operational and cultural contexts.
4. Identify how biblical missiology constrains the practice of leadership service in the cultural and spiritual redemptive enterprises of the Church and its related agencies.
5. Model increasing growth in self-leadership development practices reflective of Christian, biblical and Wesleyan spiritualities.
6. Propose contextualized leadership development programming as community development and missions strategies.
7. Understand how culture-laden organizational systems/institutions act as agents of transformation for redemptive purposes one end of a spectrum and destruction on another.

**Note:** All seminary policies apply to this class, including required attendance and academic honesty. The professor reserves the right to change syllabus to meet course objectives. This syllabus is considered by the professor to be an unratified learning

agreement until the class has met and adapted it to learning needs of participants. It may be necessary for participants to interact as groups outside of class.

### Assignment Calendar (Checklist)

- **Due: October 8. Interviews ~ Ministry Leadership: Any Given Week.** Participants will conduct structured interviews with 10-12 ministry leaders to learn first-hand about leadership-needy challenges that make up an average ministry week, e.g., "What do ministry leaders do in most weeks of the year, especially from a transformative leadership perspective?" Reason: Most seminary curricula, conferences and books on leadership written by Christians for Christians, presume to know what ministry leaders do, what they need, what they encounter. Since little research has explored this, we will. We will assemble our results and make conclusions. **Value: 30%**
- **Due: October 29. Letter to a Toxic Leader.** Write a one-page (single spaced) letter to a toxic leader from our world or your personal history. Reflect on their specific leadership episodes, processes, by-products. Begin several paragraphs with either: "If you had only known..." or "Perhaps you knew..."[and complete the phrase with lessons gained in your reading]. Don't overlook lessons from *Leaders, Fools and Imposters*. **Value: 10%**
- **Due: November 19. "Ministry Leadership Lessons in Film" ~ Case Studies in Transformative Leadership.** Learning from Clemmon's "Movies to Manage By" and "Hartwick Case Studies," and also our interviews, the class will make contributions to a book the professor is developing of leadership case studies helpful to ministry leaders. Your "chapter quality" paper must present the film-case, analyze its theoretical orientation and recommend a "Next-Step" learning exercise. Case will be presented in class (bring 3-5 minute video clip, 1-3 questions for peers interaction exploring concepts from textbooks). Case analysis MUST CLEARLY REFER to leadership theory, e.g., "This case illustrates LMX theory in a way that help ministry leaders understand its principles, particularly in Newstrom/Pierce p. 250". Presentation Time: 10-12 minutes total. Length: 10-12 pages. **Value: 30%**
- **Due: December 3. "My Transformative Leadership Philosophy/Pledge."** Write a 1-page single space pledge about the type of leader *you are going to become*. Your pledge must begin by demonstrating you are aware of the kinds of models that have developed, are currently in vogue, but may be unquestioned. Your pledge must allude to theoretical support for themes that the class would recognize while reading/hearing. You will contrast these models with the theoretically-informed leader you now see to be possible through your exposure in the course. Tell us how you will be different, a transformational leader after the likes "\_\_\_\_\_, and \_\_\_\_\_ and \_\_\_\_\_." Fill in the blanks with some of the narrative examples we experiences in our reading, films, dramas, etc.. **Value: 10%**
- **Due: 10/1, 10/22, 11/12. Dramatic Presentation ~** Groups will be formed and assigned a theme to host for one of the classes. Your group will design or select a case--you may use a Hartwick case, film clip, skit, role play, artistic/musical exercise or original case study from experience, etc.--and relate it to a problematic "leadership-needy episode" in ministry. Groups must develop a dilemma demanding insightful leadership theory and reflexes from the class in order to resolve. After the dramatic phase, your group will facilitate the critical interaction on the Hartwick study. Length: 2 Hours. No written work due. Note: If original drama is developed, plan to videotape the segment.
- **Due: Day Before Appointed Class. "CRIB NOTES" ~ Text Interaction Report.** "CRIB Notes" are due in the professor's box at 12:00 noon on the day before selected class dates. *Complete a "CRIB Note"* for each text. Generally, no reporting is due for articles, films or assessment; however, participants may be asked to sign honor card at the end of semester. Dates are next to text/article in schedule. **Value: 20% for CRIB Notes, 5% per text.**

Texts	Articles	Prof's Film Cases* (*We'll view in/out of class or see clips from these films)	
<ul style="list-style-type: none"> <li>• <i>Newstrom and Pierce. Leaders and the Leadership Process. McGraw-Hill. No Report Due.*</i></li> <li>• <i>Ket DeVries. Leaders, Fools and Imposters. 10/21</i></li> <li>• <i>Clemens. The Classic Touch: Lessons in Leadership through the Ages. Contemporary Press. 12/3</i></li> <li>• <i>Movies to Manage By: Lessons in Leadership from Great Films 12/3</i></li> </ul> <p><i>*Receive points for this text through group participation. No Report Due.</i></p>	<ul style="list-style-type: none"> <li>• "That's Fine in Theory But"</li> <li>• "Emics and Etics: Culturally-Endorsed Implicit Leadership Theories"</li> <li>• "Leadership, Spirituality and Hope"</li> <li>• Harwick Case Studies, Recommended</li> </ul>	<ul style="list-style-type: none"> <li>• "12 Angry Men"</li> <li>• "A Face in the Crowd"</li> <li>• "A Man for All Seasons"</li> <li>• "Citizen Kane"</li> <li>• "Dead Poet Society"</li> <li>• "Executive Decision"</li> <li>• "Ghandi"</li> <li>• "Glory"</li> <li>• "Henry V"</li> <li>• "Hitler: Rise of Evil"</li> <li>• "Homer's "The Odyssey"</li> <li>• "Inn of the 6th Happiness"</li> <li>• "Hoosiers"</li> <li>• "King Lear"</li> <li>• "Lion King"</li> </ul>	<ul style="list-style-type: none"> <li>• "Lord of the Flies"</li> <li>• "Norma Rae"</li> <li>• "Martha, Inc."</li> <li>• "Orpheus,Real World"</li> <li>• Patch Adams</li> <li>• "Remember, Titans"</li> <li>• "Romero"</li> <li>• "Crouching Tiger, Sleeping Dragon"</li> <li>• "The Great Santini"</li> <li>• "The Road to Freedom"</li> <li>• "Twelve O'Clock High"</li> <li>• "U-571"</li> <li>• "The West Wing"</li> <li>• "Wizard of Oz"</li> </ul>

# Class Sessions and Schedule

Dates	Topics	Assignments
September	~ Module One ~ Discern Between Leadership Theories. Select from a range of bibliographic options, leadership theories compatible with biblical leadership values and consistent with the possibilities latent with a vibrant Christian spirituality.	
3	Topic: Course Overview, , Leadership Quiz, Introduction	Watch in Class: "Executive Decision, Clip"
10	Topic: Starting Places: Concepts and Theories of Leadership	Reading Assignment: "That's Fine in Theory, But..." and Parts 1, 3 in Pierce/Newstrom Watch in Class: "Lord of the Flies"
17	Topic: Moving from Implicit to Explicit Leadership Theories	"Leadership Models and Theories: Overview" and Part 6 in and Exercise on p. 441 in Pierce/Newstrom Watch In Class: "The Lion King"
24	Topic: A Case for Transformative Leadership Theory	Reading: "Emic and Etics: Culturally-Endorsed Leadership Models," "Cultural Constraints in Management Theories" and Selections from Clemmens (TBA) Watch in Class: "Gung Ho" (Clips)
October	~ Module Two ~ Read Leadership-Needy Situations. Exegete leadership-needy episodes in operational settings and identify leverages that help or hinder the desired transformative effects.	
1	Topic: Perspectives on Leadership Effectiveness Group A: Effectiveness/Efficiency Mindset The Nature of Ministerial Practice	Reading Assignment: Part 7 in Pierce/Newstrom, Selections from Clemmens, "Crunching the Numbers" Watch in Class: "The Road to Freedom"
8	Topic: Leverage Credits and Power Bases Group B: Power, Command and Control-in Jesus Name! Use: Part 6 in Pierce/Newstrom	Reading Assignment: "Emics and Etics" Article Watch in Class: "12 O'Clock High"
15	Topic: Leadership Dysfunction and Derailment	Reading Assignment: Part14 in Pierce/Newstrom Watch Before Class: Hitler: Rise and Fall of Evil, Martha, Inc. Watch in Class: "A Face in the Crowd" (Selections)
	~ Module Three ~ Explorations in Transformational Leadership Module Three ~ Develop Refined Leadership Judgment. Demonstrate how increased theoretical mastery results in refined judgment skills in ambiguous leadership-needy episodes.	
22	Topic: Transformative Theories ~ Personal Congruence Credits Watch in Class: "The Doctor"	Reading Assignment: part 8 in Pierce/Newstrom; and, <i>Leaders, Fools and Imposters</i> - CRIB Notes due 10/21, 12:00 PM!!!! Watch Before Class: "A Man for All Seasons" (Heston)
29	Topic: Transformative Theories ~ Leader/Member Interaction Group C: "In Praise of Followers, Lieutenants & Reluctant Leaders" Use: Part 2 and 10 in Pierce/Newstrom	Reading Assignment: Part 2, 10, 11, in Pierce/Newstrom Watch Before Class: "Wizard of Oz"
November	~ Module Four ~ Apply Judgment in Ministry Operations. Model advanced leadership understanding by identifying operational implications of transformative leadership theory for mission/ministry.	
5	Class Meeting: Organize Final Draft of Booklet Topic: Transformative Theories ~ Superleadership	Reading Assignment: Part 13 in Pierce/Newstrom Watch in Class: "Hoosiers"
12	Topic: Transformative Theory Sets ~ Leadership Distribution Group D: "When Leadership Depends on a Committee" Use: Part 12	Reading Assignment: Part 11, Selections from Clemmens Watch Before Class: "12 Angry Men"
19	Topic: Transformative Theories ~ Organics & Organizationalism	Reading Assignment: Selections from Clemmens Watch in Class: Watch Before Class: "Romero"
26	<i>Fall Break ~ Reading Week ~ Happy Thanksgiving!</i>	
December	~ Module Five ~ Demonstrate skillful use of theory in the design of ministry leadership development resources that appeal to the whole person.	
3	Topic: Transformative Theories ~ Leadership as Spirituality	Reading Assignment: "Leadership, Spirituality and Hope," , Selections from Clemmens Watch Before Class: "Inn of the Sixth Happiness"
10	Topic: Transformative Theories ~ Transcendence Appeals	Reading Assignment: Part 9, 15, , Selections from Clemmens Watch in Class: Ghandi Due: All Work Due
17	Grades Due to Registrar	

# "C.R.I.B. Notes" ~ Text Interaction Report

Name: \_\_\_\_\_ SPO: \_\_\_\_\_ Course No: \_\_\_\_\_ Book's Author: \_\_\_\_\_ Date: \_\_\_\_\_

**Instructions.** "CRIB" stands for critically, reflective and interactive book notes. Write succinctly (9 point type) below. Submit by 12-noon day before class.

<p><b>Grasping It.</b> First, list the author, book title, publisher, and date of publication. Next, write a tight abstract--no bullets or quick lists and not a review--but the essence of the issue(s) as if YOU were the author. Your summary paragraph should complete the sentence: "WHAT I MEANT TO SAY, QUITE SIMPLY, WAS..."</p>	<p><b>Connecting It.</b> Recall a brief story from your own experience that demonstrates how you connect with the book. Tell it in first person as a brief case study. Does the book shed light theoretically what happened to you? Does it correct something? Does it add to the problem? How is it useful in the real world, your real world?</p>
<p><i>Book/Publisher Information</i></p> <p>"AS THE AUTHOR, WHAT I MEANT TO SAY, QUITE SIMPLY, WAS..."</p>	
<p><b>Engaging It.</b> Where does the author have it right, wrong or incomplete? What questions are left unanswered? When disagreeing, you are obligated to "fix" the author, by restating the matter to your liking, with supportive reasoning. Any "Notable Quotables?" End by posing a critical question for the class. Include page numbers.</p>	<p><b>Owning It.</b> Beyond praying, reflecting or repenting, what actions do I need to take to respond to this book's key points? Where was God in this for me? What 3 steps can you take in the next 90 days to make a 50% difference in your current situation in light of this book?</p>
<p><i>Required: "The one question I want to discuss with my peers in class is..."</i></p>	<p><i>Required: My Next-Step Strategy:</i></p>

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