1-1-2004

ML 725 Contextualized Leadership Training

Russell W. West

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ML725 Contextualized Leadership Training
Professor: Russell W. West, Ph.D.
Wednesday 5:30-8:30, Room: ADM303

Course Description. Exploring culturally comparative leadership perspectives, course participants are oriented towards strategic concerns such as: indigenous leadership concerns, campaign evangelism follow-up concerns, dependency and sufficiency models, culturally-determined nature of leadership studies, church-based theological education, contextualization concerns in theological education and specific international examples of the leadership training strategies. Special emphasis is on designing resources and strategies for long-term reproducible models.

Office Hours and Location. Thursday 9:30-12:30; other times by appointment. Call 858-2094. 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 ~ Biblical values and norms in the formation of leaders.
2. Module Two ~ Consider the relationships between biblical and theological contextualization models and their application to cultural forms, such as formal, non-formal and informal education strategies (such as TEE, Resourcing Models, Short-term models, indigenization process, leadership development as community development).
3. Module Three ~ Consider individual, cultural differentials and degrees of variability in cross-cultural learning and education.
4. Module Four ~ Consider the social challenges of particularizing theological education—form, content and process—in cross-cultural ministry contexts. Some of these social challenges include: dependency, relevance, credential effect of formal education, politics and literacy.
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.
6. Propose contextualized leadership development programming as community development and missions strategies.
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.

Assignments Calendar (Checklist)

- **Due February 18**: Philosophy of Leadership Formation (Before and After).
  - BEFORE ~ In the second week of class, you will present a well-constructed philosophy of leadership formation as you understand it. Your sources may be from your own experiences, values and interpretation of scripture, theology and history, etc. You will make some declaration regarding the role of the Church, leadership formation and your particular philosophy and commitment to be engaged in this ministry as a lifestyle. You should give some indication of what modes your formation has come and indicate, in a way that reflects familiarity with the reading and your level of satisfaction with this mode to date.
  - AFTER ~ In the last few weeks of class, we will repeat this process. This time, you will revise the first document taking into account: *A Well Furnished Heart, Pedagogy of the Oppressed, Revolution in Third World Missions* and *Paradigm Papers*. This revised declaration will be one page, single-spaced and will seek to also ostentatiously demonstrate your critical interaction with the sources above and any others that may be important to your development. **Second Revision Due**: April 28. 1 Page, each time.

- **Due: March 17**: Journal Review of Leadership Formation Concerns (By Region, Post-1972). This class will participate in a research gathering effort to determine what emphasis leadership formation has had in the literatures of international missiology. Your task is to review assigned international journals within the Asbury Seminary library for articles in some way relevant to leadership formation. You will copy each of the articles found. You will supply a one-to-two page cover sheet that annotatively explains the general purpose and content of the articles. You will present your finding to your peers in class. 1-2 Pages annotated summary of article content; Plus Attached Articles Copies.

- **Due: May 5**: Model of Renewal in Leadership Formation. In response to Ferris’ *Renewal of Theological Education*, you will consider both its self-reported incompleteness and its now obsolescence (10 years old). As a class, we will together embark on a team research project to update and complete Dr. Ferris work to our own satisfaction. The challenge will be to identify exemplar institutions that could serve the same roles as Dr. Ferris’ original ten did. The class should, as best as possible, seek to represent major regions of the world; after this semester, corporately we should have some sense of the “Status of leadership equipping” in that part of the world, and how the model selected represents a model of apt contextualization. It is likely you will have to explore journals, conduct interviews with international leaders, missiologist and missionaries, canvas websites and identify international leaders living within the Asbury or near communities in order to develop a useful and convincing treatment of a region. **Note**: At least one participant is challenged to rediscover the status of the original ten. 8-10 Pages.

- **Due: Sign Up for a Date**: Peer Instruction ~ Challenges in Contextualization Report. As a way to respond to the readings, journal work and personal integration of the course objectives, you will “explore the possibilities of a “conversation-based leadership formation” experience. You will host an hour and fifteen minute (1:15, 75 Minute) Socratic conversation on the contextualization challenge/concern you selected. You will assign an article and key questions to the class for our preparation. Your intention is to both engage the class in the content of your
contextualization challenge, while also exploring forms and processes of making the experiencing transformational in
the life of participating peer-leaders in the class. I have outlined several contextualization challenges. It is expected
that you are aware of others, and will become aware of more as we wade into this important subject. The report you
submit to the professor will be a 5-7 page double-spaced paper with a “teaching note” for an appendix. You are free to
innovate in your presentation approach. You may even delimit your audience by membership or cultural group, e.g.,
“Today, I am going to teach this session as if I were working with underground church urban Chinese pastor, most of
whom may be functionally illiterate. I welcome your feedback on my approach. Here we go....”

- Challenge: Int’l Leaders Studying Abroad
- Challenge: The Urban Adult Learner
- Challenge: Post-Modern,-Colonial Theol. Ed
- Challenge: Effects of Dependency
- Challenge: Elites, Careerism, Stratification.
- Challenge: The Status of TEE
- Challenge: Doing Local Theologizing
- Challenge: Local Theologizing Resources and Methods
- Challenge: Leadership Dev to Post-Moderns
- Challenge: Localizing Pioneer Mission Mobilization
- Challenge: Orality/ Literacy in Lp Emergence
- Challenge: Leadership Development as Community Development or Mission Strategy
- Challenge: Gender in Leadership Dev
- Challenge: Management/Governance Dev
- Challenge: Children/Young Adult Leadership Dev
- Challenge: Transitioning Churches for Equipping
- Challenge: Localizing Seamless Ministry Models

☐ Due: May 12: Contextualization Project (Training Model/Resource/Curriculum). You will join a team this
semester tasked with the creative design of a leadership formation process that is intentionally contextualized to a
service the developmental needs particular cultural group, especially one whose values, identity, social status, etc.
may leave them under-considered, under-represented and under-served in some way through past or conventional
approaches. Group Goal: Your team’s work must address the spectrum of informal, non-formal and formal leadership
formation processes. Individual Goal: You will contribute one training process/product within that continuum, e.g., a
weekend retreat, a Bible institute curriculum/course, and theological education resource. Your team’s work must be
well-informed theoretically, theologically and missiologically. To the degree that Western theological education models
represent an international norm, the models developed should represent a contextualizable corrective of the dominant
model. It is the professor’s intention to invite institutional/regional/cultural representatives to the class for group
conversations along this line. (Joel Green, Eunice Irwin, Terry LeBlanc, Pete McClain, Jim Flynn/Willy teleconference)

☐ 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. You will complete a “CRIB Note” for each
assigned text. Generally, no reporting is due for articles; however, participants may be asked to sign honor card at
the end of semester. Dates are indicated next to text/article. Value: 25% for CRIB Notes, 5% per text.

Grading Criteria

- CRIB Text Interactions (No CRIB Due for Ferris) 25%
- Philosophy of Leadership Formation (Before 5%, After 5%) 10%
- Journal Review/Report 5%
- Models of Renewal in Leadership Education 20%
- Contextualization Challenge Report 20%
- Contextualization Project: Model/Resource/Curriculum Design 20%

100%

*Extra Credit Opportunity ~ CRIBS for Articles (Must Review Five Articles in Semester) 02% Per Article

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
**“C.R.I.B. Notes” ~ Text Interaction Report**

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

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<td>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…”</td>
<td>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?</td>
<td>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.</td>
<td>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?</td>
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**Book/Publisher Information**

“AS THE AUTHOR, WHAT I MEANT TO SAY, QUITE SIMPLY, WAS…”

Required: “The one question I want to discuss with my peers in class is…”

Required: My Next-Step Strategy:

**Class Sessions and Schedule [Session Schedule and CRIB Dates Provided on Day One]**

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<tr>
<th>Dates</th>
<th>Topics</th>
<th>Assignments</th>
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<tbody>
<tr>
<td>Feb. 11</td>
<td>Scan Syllabus and All Texts for Familiarity/Initial Questions</td>
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<tr>
<td>Feb. 18</td>
<td>Reading Assignment: Due to Discuss:</td>
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<tr>
<td>Feb. 25</td>
<td>Reading Assignment: Due to Discuss:</td>
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~ Module Two.

| Mar. 3 | Reading Assignment: Due to Discuss: |
| Mar. 10 | Contextualization Challenge: Peer Instruction |
| Mar. 17 | Contextualization Challenge: Peer Instruction |

~ Module Three.

| Mar. 24 | Contextualization Challenge: Peer Instruction |
| Mar. 31 | Spring Break ~ Reading Week March 29-April 2 |
| Apr. 7 | Contextualization Challenge: Peer Instruction |

~ Module Four.

| Apr. 14 | Contextualization Challenge: Peer Instruction |
| Apr. 21 | Contextualization Challenge: Peer Instruction |
| Apr. 28 | Contextualization Challenge: Peer Instruction |

~ Module Five.

| May 5 | Reading Assignment: Due to Discuss: |
| May 12 | Reading Assignment: Due: All Work |