CL 611 Foundations of Leadership

Richard Gray
DESCRIPTION:
This course is designed to introduce students to the historical development of the leadership discipline. Special attention will be given to the theoretical constructs that under-gird the major leadership paradigms beginning with the Great Man Era and ending with the Age of Complexity. This course will be sensitive to the interplay between secular management theory and its usefulness to a Christian context.

Learning objectives of the course are as follows: The student will be able.

1. To articulate the most effective ways to attain proficiency in the art and practice of Leadership,

2. To employ classic leadership theory and the basic disciplines for personal Christian leadership development,

3. To practice management, decision-making, and leadership selection/development skills,

4. To articulate and practice how to accept and respond to management and leadership within the Church and various Christian ministries while utilizing key strategies for developing other servant leaders,

5. To articulate the relevance of leadership theory for the development and growth of the church

6. To demonstrate an understanding of the four classic organizational frames

7. To recognize selected organizational change processes and how to resolve the inherent conflicts that accompany change.

REQUIRED READING:

**RECOMMENDED READING:**

**ASSIGNMENTS:**
In addition to mid-term and final exams, each student is required to produce a Leadership Development Study (LDS) on the life of an approved Christian leader. Each student will also be expected to read 1200 -- 1500 pages of materials in the area of leadership and produce a critical reflection paper on assigned articles.

**WRITTEN ASSIGNMENTS:**
The following papers are due during the semester.

1. Focusing on your personal experience as a primary source of information, develop a 2 - 3 page paper which answers the following question: "I know a leader when I see one because . . ." Within this paper please address whether or not you feel yourself to be a leader based on your answer to the question.

2. A 15 – 20 page Leadership Development Study (LDS) on the life of a selected religious leader. Using biographies and autobiographies as the primary source of information you are to develop this tool which will show how God was at work in the life of the leader over an extended period of time. As a part of this study, one process item will be submitted for group interaction.

3. Incorporating the principles and insights discussed in this class, develop a 2 – 3 page critical interaction with three leadership/management articles as assigned.
4. A log that reflects the 1200 – 1500 pages of reading in the area of leadership. (Your assigned reading may be used in this total.)

EXAMINATIONS:
There will be a mid-term exam that will cover the material contained in the first half of the readings and lectures. The exam will count for 30% of your final grade. Additionally, there will be a final exam that will count for 30% of your final grade.

Interaction Assignments

Interaction Paper #1
Read the article entitled “Understanding Leadership.” It is important that you digest this well.

Assignment: Develop a paper (not to exceed 3 pages) that critically examines this article in light of the class materials and reading you have gleaned thus far.

Interaction Paper #2
Please read Hersey/Blanchard Chapters 2-4; Also read the section entitled Theories of Leadership from the subject index section of The Leader’s Companion (it’s located in the back of the book)

Assignment: Develop a paper, not to exceed 3 pages, that critically examines which theory would best lend itself to a church or para-church context.

Interaction Paper #3
Read The Leader’s Companion.
Assignment: Write a paper (5 pages or less) that critically examines one of the chapters from the book. (You may choose the chapter which most catches your interest).
STUDENT EVALUATION

We have found that the easiest way to be consistent with all students with regards to grading is to set up a scoring rubric. The rubric for this class is as follows:

5 = Exceptional work: surpassing, markedly outstanding achievement of course objectives

Exceptional work is constituted by such things as: substantive reflection that reveals engagement with the “big ideas” of scripture and/or the “big ideas” represented in the existing body of knowledge from the social sciences in a particular area of study and represented via assigned texts and presentations; thorough and penetrating personal insights gained from a sustained consideration of one’s experience through; and excellence in grammatical, stylistic and communicative aspects of writing.

4 = Good work: strong, significant achievement of course objectives

Good work is constituted by: solid reflection on the assigned readings and presentations in response to the given questions for a particular unit; the capacity to utilize classroom discussions and readings to understand and critically engage one’s own story; accurate ability to name specific ministry implications from one’s processing of information; and carefulness in grammatical, stylistic and communicative aspects of writing.

3 = Acceptable work: basic, essential achievement of course objectives

Acceptable work is constituted by: obvious acquaintance with the assigned readings and classroom discussions at a level that allows for reflection and thought in response to the questions posed for a particular unit, references to one’s own story at a level that makes application of truth and would interest another individual in the insights being expounded; capacity to communicate grammatically and stylistically without detracting from the presentation.

2 = Marginal work: minimal or inadequate achievement of course objectives

Cursory rendering of the assignment that fail to represent the instructor’s intent; a flat restatement of the instructor’s work void of any personal appropriation of the material; grammatical or stylistic errors that frustrate the reader and detract from the thought of the paper; or other failures to fulfill reasonable expectations flowing from a seminary course of this nature.

1 = Unacceptable work: failure to achieve course objectives

Unacceptable work is usually willful, unexplained, or inexcusable lack of fulfillment of class assignments
FOUNDATIONS OF LEADERSHIP
COURSE OUTLINE
CL 611

Week One  September 6, 2005
Focus  Getting to Know Each Other and the Class

Focus  Understanding Leadership (Overview)
Reading:  Hersey/Blanchard Chp 1;  Wren Chps 1-8

Leadership Reflection paper due

Week Two  September 13, 2005
Focus  The Leadership Development Study
Reading:  Clinton’s Making of a Leader

Focus  What is The Generalized Time Line?
Reading:  Clinton

Week Three  September 20, 2005
Focus  Coming to terms with Process Items
Reading:  Clinton

Focus  The Running Capsule
Reading:  Clinton

Leadership Interaction paper #1 due

Week Four  September 27, 2005
Focus  Leadership vs Management
Reading:  Engstrom Chps 1, 2, 3; Hersey/Blanchard Chp 1;

Focus  (Philosophy of Management exercise)

Turn in Generalized Time Line and one Process Item

Week Five  October 3, 2005
Focus  The Great Man Era
Reading: Class Lecture; Hersey/Blanchard Chps 1 - 5

Focus: An examination of Traits Era
Reading: Class Lecture; Hersey/Blanchard Chps 1 - 5

Leadership Interaction paper #2 due

---

**Week Six**  
**Date:** October 11, 2005  
**Focus:** An examination of Traits Era (cont).  
**Reading:** Class Lecture; Hersey/Blanchard Chps 1-5

**Focus:** An examination of Behavior Era  
**Reading:** Class Lecture; Hersey/Blanchard Chps 1 - 5

---

**Week Seven**  
**Date:** October 18, 2005  
**Focus:** An examination of Behavior Era (cont).  
**Reading:** Hersey/Blanchard Chps 1-5

---

**Mid-Term Exam**

---

**Week Eight**  
**Date:** October 25, 2005  
**Focus:** An examination of Contingency Theory  
**Reading:** Hersey/Blanchard Chp 8.

**Focus:** An examination of Leadership Styles  
**Reading:** Hersey/Blanchard Chp 8.

---

**Week Nine**  
**Date:** October 31, 2005  
**Focus:** Leadership and Power  
**Reading:** Hersey/Blanchard Chp 9.

**Focus:** Correlating Leader Style, Power and Follower Maturity  
**Reading:** Hersey/Blanchard Chp 9.

Leadership Interaction paper #3 due

---

**Week Ten**  
**Date:** November 8, 2005  
**Focus:** The Art of Delegation.  
**Reading:** Engstrom Chps 14, 15, and 16; Hersey/Blanchard Chp 12.
Focus: Planning and Organization.
Reading: Engstrom Chps 14, 15, and 16; Hersey/Blanchard Chp 12.

Week Eleven  
November 15, 2005  
Focus: Covey’s Three Roles of a Leader  
Reading: Class Lecture: Shriberg & Shriberg  
Focus: Critical Model Leadership  
Reading: Class Lecture: Shriberg & Shriberg

Week Twelve  
November 21, 2005  
Reading Week (Enjoy)

Week Thirteen  
November 29, 2005  
Focus: Conflict  
Reading: Hersey/Blanchard Chp 19  
Focus: (Conflict Styles exercise)  
Reading: Hersey/Blanchard Chp 19  
LDS Due

Week Fourteen  
December 6, 2005  
Focus: 21st Century Leadership  
Reading: Shriberg and Shriberg  
Focus: (Burn out and Stress exercise)  
Turn in Reading Log

Week Fifteen  
December 13, 2005  
Final Exam
# Reading Log

<table>
<thead>
<tr>
<th>Date: Pages</th>
<th>Book Title</th>
<th>Number of</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>