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CL 620 Developing the Leaders Around You

Russell W. West

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Developing the Leaders Around You
CL 620 / MS 654
Professor: Russell W. West, Ph.D.

Note: Learners may consider syllabus in draft state until ratified in the classroom on the first day. This allows accommodation of the specific learning needs of participants.

- Summer Session I, June 1-31, 2004. Note: Pre-Session Work Required
- On-Campus Seminar: Wed-Friday, Monday-Tuesday, June 23-29 (Saturday and Sunday Off)
- Location/Time: Orlando Campus, Classroom # TBA, Time: 8:30-5:00
- Office Hours: Q/A Conversation Style ~ Daily, 1st Hour After Class
- Contact: russell_west@asburyseminary.edu and 859-858-2094

Course Purpose
This course, an advanced perspective and skill enhancement course, provides a theoretical and practical orientation to leadership development studies through the lens of missional leadership theory and research and application. This class is designed to assist the participant accelerate their own leadership development vision and ethic, and to help develop culturally appropriate strategies, perspectives, principles that will help them train leaders in their current or anticipated ministry settings. By the end of the course, participants will have both theoretical foundations and practical skills allowing them to design and facilitate missional leadership training informally, non-formally and formally.

Course Modules/Objectives
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 Leader-Craft
Module Two ~ From Leadership Myth to Leadership Intelligence ~ Discovering Your Leadership Ethic
Module Three ~ Transformative and Trans-Generational: Vision, Issues, Technique
Module Four ~ Life Cycle Issues in Leadership Formation
Module Five ~ Modalities in Leadership Development ~ Formal, Non-Formal and Informal
Module Six ~ Leadership Development/Performance in the Organization (The LD Matrix)
Module Seven ~ Programming Strategies for Leadership Development (Lay, Staff, TMTs, Governance)

The learning experiences—lecture, texts, field research exercises and graded assessments—are designed around contextual applications of leadership development at all levels of conceptualization: intrapersonal, interpersonal, enterprise-organizational and societal-international. In addition to these course module objectives, this course functions within the framework of the Formation in Mission and Cultural Context's area entitled Understanding the World. The class contributes to the terminal objectives of that program so that by the end of the program students will be able to:

1. Demonstrate a basic awareness of the cultural dimensions of effective ministry.
2. Utilize selected tools from socio-economic and political analysis for interpreting and addressing issues.
3. Describe examples of cross-cultural ministry and service; and
4. Explain how individual Christians and Christian communities can respond to the needs, contexts, and insights of various cultural groups and marginalized communities in society and in the church.

Prerequisites
Two core formational courses are required: IS501 Christian Formation: Kingdom, Church, and World (3); IS502 Christian Formation: Vocation of Ministry (3 hours). Also, 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.
The Learning Process

Texts and Related Reading Assignments. The texts are arranged by due dates linked to class assignment and discussion plans. Note: Because of the brevity of the summer term (30 days), each text is selected for its extreme brevity and their narrative qualities; most texts can be read in one-to-three hours (with an average reading pace of 1 minute per page). Don’t let their brevity fool you; these are perspective-packed resources.

Required Texts and Assignments

<table>
<thead>
<tr>
<th>Week</th>
<th>Text</th>
<th>Assignment (Post &amp; Replies, Due by Noon on Thursdays)</th>
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</thead>
<tbody>
<tr>
<td>Week One</td>
<td>West, Russell. <em>Leading with Mentoring.</em> (Leadership Training Intl), 2004. (pp. 90)</td>
<td>❑ Find and Become a Mentor (Value: 20%). Using insight gained in <em>Leading with Mentoring</em> (West), <em>Mentoring for Mission</em> (Kraallmann), and <em>The Path</em> (Jones), initiate two mentoring relationships: you become both mentor and mentee. Process: Initiate and schedule two of three meetings in the month of June; the third meeting can be scheduled after the class. With each, you will develop a mentoring covenant comprised of at least three meetings. You will use the mentoring meetings with your mentor involve emerging growth plans, especially those elements which have been developed through your interaction with <em>The Path</em> (Jones) and the retreat experiences. You will submit a 2-page single space “Mentoring Reflection Report” to the professor on Tuesday, June 29.</td>
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<tr>
<td>6/1-6/5</td>
<td>Kraallmann, Gunter. <em>Mentoring for Mission: A Handbook on Leadership Exemplified by Jesus Christ.</em> Gabriel Publishing; 2nd ed., 2003. ISBN: 188454312X (pp. 180)</td>
<td>❑ Mentoring Questionnaire (Value: 10%). You will conduct a 10-person survey, using the form provided, to learn about the mentoring needs of people around you. You have three weeks to conduct the survey. Insights from survey will be discussed in class. Write a one-page summary of results. Bring to class.</td>
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<td>Week Two</td>
<td>Anonymous. <em>Leadership and Self-Deception: Getting Out of the Box.</em> The Arbinger Institute. 2001. (pp. 165)</td>
<td>❑ Case Study. (Value: 15%). Write a 1-page single spaced case study capturing an issue found in <em>Leadership and Self-Deception</em>, especially the “In the Box” concept or <em>The Five Temptations of a CEO</em>. Write a 1-page single-space Analysis/Commentary on the Case using concepts from <em>Leadership and Self-Deception</em>. “Host &amp; Post” in Class Folder: Host ~ Ask 1-3 deepening questions to peers; Post ~ Reply to two of your peer’s posts. Post by Thursday, 12:00 Noon.</td>
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<td>6/7-6/12</td>
<td>Lencioni, Patrick. <em>The Five Temptations of a CEO.</em> Jossey-Bass, 1998. (pp. 134)</td>
<td>❑ Letter to a Leader. (Value: 10%) Write a 1-page single-space letter to an executive ministry leader from your experience that needs the lessons of Lencioni and Jones. Write the letter in such a way that it helps them acknowledge why they got (get) the results they got (get), and what they can adopt and adapt to better achieve what they are after. Use concepts, terms and examples from authors, including no less than 10 citations from each book, total of 20 cites. “Host &amp; Post” in Class Folder: Host ~ Ask 1-3 deepening questions to peers; Post ~ Reply to two of your peer’s posts.</td>
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<tr>
<td>Week Three</td>
<td>Clinton, Richard. <em>Selecting and Developing Emerging Leaders.</em> Pasadena: Barnabas Resources. (pp. 67)</td>
<td>❑ Personal Leadership Development Case History. (Value: 25%) Develop a 7-10 page personal biographical sketch using materials gained from <em>Selecting and Developing Emerging Leaders</em> (Clinton) and <em>The Path</em> (Jones). Demonstrate mastery of these authors in your work. Be prepared to share timeline, process items, response patterns with small group in class. Due: Friday, June 25.</td>
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<td>6/14-6/19</td>
<td>Jones, Laurie Beth. <em>The Path: Creating a Life and Mission Statement.</em></td>
<td>❑ Life Focus Retreat. (Value: 10%) Schedule a 3-hour retreat before coming to the on-campus seminar which allows you to respond to invitation to be more missionally focused. Jones offers key questions, exercises and meditations (including her own case history) throughout the work. You may capture your experience in any form that is useful to you—journal, notebook, palm pilot—provided you end the retreat with your next life focus retreat fixed in your calendar. Be prepared to discuss your mission statement/vision in a small group in class.</td>
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<td>6/21-6/29</td>
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<td>❑ Team Building Initiatives. (10%) Select and report on 120 pages from which you will select and facilitate two exercises -- one at your ministry context before the seminar week) and the other in class during the seminar week. Write a 1-page reflection report on both experiences discussing use of these resources as means for leadership development</td>
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*“Host and Post” is the online portion of the course. You will demonstrate leadership skills by gathering class participants around your discussion questions in the online discussion area. Each participant posts both their assignment and replies to each peer in the class in the “Discussion Area” in FIRST CLASS (or in assigned “Team Folders” if class size get large). Be prepared to discuss these items further in class, if called upon by the professor to do so. |

Finding Resources (If Bookstore Cannot Obtain in Timely Manner):

- For *Leading with Mentoring*, Call Leadership Training International at 757-673-6581
- For *Selecting and Developing Emerging Leaders*, Pasadena: Barnabas Resources at 626-584-5393.
Mentoring Questionnaire III

Script for Interview/Survey. I want to learn about positive and negative experiences of people who have been affected by mentoring (or in some cases, its absences).

Instructions. Read each question. Check all Yes/No Blocks. For “Tell Me More” sections, write your answer as if you were trying to tell a little story to illustrate your point. Write an answer in such a way that I might use it to inform, inspire, advise, (even convict), would-be mentors who might read these stories. Since the form is sent electronically, feel free to write as much as you like. Use back if needed.

Name:    Home City, State:        Age:    Ethnicity:
Contact information (email/phone):   Years in School:   Major/Career Focus:

Yes/No Questions: (mark as many as apply to you)

I want a mentor   Y or N    I have a mentor Y or N     If so, the mentor initiated       Y or N

Tell Me More Questions:

- List 1-3 needs/reasons that you or others might want or need a mentor.

- I have a “happy ending” story would-be mentors ought to know about. (Write it Here/On the Back)

- I have a “sad ending” story would-be mentors ought to know about. (Write it Here/On the Back)

- My most memorable teacher is: _________________________. They have that status because they…. (finish sentence here)

About this Research

- Do I have permission to use your name (only first names and home states would appear in the book), information you supplied on this questionnaire in the book I am writing?   Y or N

- If I wanted to hear more about your story, may I (or a research assistant) contact you? Y or N    Best Way to Contact?:

- Do you think a book on these topics would be helpful to you and others like you? Y or N    If yes, people would likely:
  - Buy a book on this subject
  - Buy a book for a potential or past mentor on this subject
  - Attend a seminar at your campus on this subject
  - Rather attend a retreat (versus seminar) with your peer group on this subject.

Russell W. West, Ph.D. 2004© Last Revised on: 4/27/2004 8:13:00 AM