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CL 611 Foundations of Leadership

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CL611 FOUNDATIONS OF LEADERSHIP

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Fall 2006

Office: Wed/Fri 8 -- 9

Class: Wed/Fri, 9:30 –10:45 a.m.

Subject to ratification on the first day of class

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:

Clinton, J. Robert, *The Making of a Leader*. Colorado Springs: NavPress, 1988. 272 pages

Hersey, Paul and Ken Blanchard., *Management of Organizational Behavior*. Englewood Cliffs, NJ: Prentice Hall, 1996. 536 pages

Wren, Thomas J., *The Leader's Companion: Insights on Leadership Through the Ages*. New York: The Free Press, 1995. 554 pages

RECOMMENDED READING:

Yukl, Gary A., *Leadership in Organizations*. Englewood Cliffs, NJ: Prentice Hall, 1982

Shriberg, Lloyd, Shriberg., *Practicing Leadership*. New York: John Wiley & Sons, 1997.

ASSIGNMENTS

READINGS:

Each student will also be expected to read 1200 -- 1500 pages of materials in the area of leadership. Books may be substituted for the required reading text listed above with the prior approval of the professor or his teaching assistant. The material in the required text, however, will be essential to understanding class assignments. A reading log (an example of format is attached) will be turned in at the end of the term detailing materials read. This assignment will be graded Credit/no Credit. (*Reading log due date – Dec 8*).

WRITTEN ASSIGNMENTS:

The following papers are due on the day assigned in the course outline. All papers, except for some LDS components, should be turned in as a hard copy, double spaced, 12pt font, 1 inch margins and using MLA citation style. [If you are unfamiliar with this style you can find information on the Internet]. Another citation style is acceptable, but you must be consistent with the formatting. Unless prior arrangements have been made, late papers will be marked down a whole letter grade.

1. ***Personal Reflection:*** Focusing on your personal experience as a primary source of information, develop a 2 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. This assignment will be graded credit/no credit. (*Due date – Sept 8*)

2. Using the information shared in the class icon and in class lectures, develop and create a 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. Plan on no less than 25 to 30 pages. As a part of this study, one process item will be submitted early in the semester to confirm formatting. (*Completed LDS is due Dec 6; Process Item due date – Sept 29*).
3. There will be one critical interaction group project and three critical interactions incorporating the principles and insights discussed in this class.
 - a. Critical Interaction #1 (Group Project) – As a group you will choose one of the topics or themes discussed in class or evident from the required reading and develop a critical interaction around it. Examples of earlier presentations will be shared in class. Your group will receive a single collective grade for your project that should be submitted on a CD or DVD and which will be viewed by the entire class. (*Note presentation date on Course Schedule*).
 - b. Critical Interaction #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) **Develop a paper**, not to exceed 3 pages, that critically examines which theory would best lend itself to a church or para-church context. Defend your position using appropriate references (footnotes/endnotes) (*Due date – Oct 6*).
 - c. Read The Leader's Companion. **Write a paper** (5 pages or less) that critically examines one of the chapters from the book. (You may choose the chapter that best catches your interest). Incorporate and integrate the chapter you select with other class material and authors (where appropriate). Referencing of cited sources is expected. (*Due date – Nov 1*).
 - d. Read an additional text (125 – 175 pages) of your choosing on some specific aspect of Christian Leadership that might not be addressed in the recommended reading. **Write a review** (not to exceed 5 pages). Your review should include but not be limited to the following: the text topic; your reason for choosing the topic; the author's thesis or major premise; your analysis of the author's claim with possible contrasting points of view; application to your life and/or ministry. You can count this reading as a part of your required reading for the class. (*Due date – Nov 15*).

EXAMINATIONS:

There will be a mid-term exam (Oct 20) that will cover the material contained in the first half of the readings and lectures. There will also be a final exam (Final week) that will cover materials and readings for the entire course but weighted towards new material in the second half of the semester. Exams will be a combination of short answers, essay and objective questions.

COURSE EVALUATION CALCULATION:

<i>Assignment</i>	<i>Percent of Final grade</i>
Personal reflection	Credit/no Credit
Process Item	Credit/no Credit
Reading Log	Credit/no Credit
LDS	20
Critical Interactions	
#1 Group Project	15
#2 Leadership Theories	5
#3 Leader's Companion	10
#4 Review	10
Mid-Term	20
Final Exam	<u>20</u>
Total possible pts	100

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

Need an appointment with the professor or his teaching assistant?: You will find their office hours posted on the office door (BC 315). An e-note is the best way to contact Dr. Gray outside of class. His e-mail is checked at least 6 times a day during the semester. Mr. Dale Williams (a doctoral student majoring in Leadership) is serving as the teaching assistant for this class.

Course Schedule

Week of	Subject	Required Reading	Assignments
6 Sept	Introductions (Wed) Ldrshp Prototype Theory (Fri)	Hersey/Blanchard Chp 1; Wren Chps 1 - 8	"I know a leader" Paper due (Fri)
13 Sept	The Ldrshp Dev Study (Wed) Ldrshp Phase Chart (Fri)	Clinton's The Making of a Leader	Meet in groups to begin work on group project
20 Sept	Great Man Era - Ovrview (Wed) Ldrshp vs Management (Fri)	Should have mastered Clinton by now	
27 Sept	Traits Era – Overview (Wed) Traits Era cont. (Fri)	Hersey/Blanchard Chp 1-5 Wren (keep reading)	One Process Item due (Fri)
3 Oct	Behavior Era – Overview(Wed) Behavior Era (Fri)	Hersey/Blanchard (keep going) Wren should make lots of sense	Leadership Reflection Paper #2 "Ldshp Theories" due (Fri)
11 Oct	Behavior Era (Wed) Behavior Era (Fri)		
18 Oct	Contingncy Era -Ovrvw (Wed) Contingency Era (Fri)	Hersey/Blanchard should make sense; How's Wren?	Mid-Term Exam (Fri)
25 Oct	Contingency Era (Wed) Contingency Era (Fri)	You should have mastered Hersey/Blanchard by now	
31 Oct	Contingency Era (Wed) Contingency Era (Fri)	You should have mastered Wren by now	Leadership Reflection Paper #3 "Ldrs Companion" due (Fri)
8 Nov	Complexity Era - Ovrvw (Wed) Complexity Era (Fri)		
15 Nov	Complexity Era (Wed) Complexity Era (Fri)	Start some collateral reading	Leadership Reflection Paper #4 "Review" due (Wed)
21 Nov	<i>Reading Week. Please be safe and enjoy</i>		
29 Nov	To Be Announced		
6 Dec	Class Project (groups 1& 2) (Wed) Class Project (groups 3&4)(Fri)		
13 Dec	<i>Finals Week</i>		Ldrshp Dev Study due (Wed) Reading Log due (Fri)

Reading Log

Name: _____

Spo # _____

Date:

Book Title

of Pages

Total Pages read _____