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CL 611 Foundations of Leadership

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FOUNDATIONS OF LEADERSHIP

CL 611

Dr. Rick 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:

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:

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, two process items 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

Note: Please see page 28 of the Asbury Theological Seminary catalog for standards for determining grades of A, B, C etc.

FOUNDATIONS OF LEADERSHIP
COURSE OUTLINE
CL 611

<u>Week One</u>	September 7, 2004
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
<u>Week Two</u>	September 14, 2004
Focus	The Leadership Development Study
Reading:	Clinton's Making of a Leader
Focus	What is The Generalized Time Line?
Reading:	Clinton
<u>Week Three</u>	September 21, 2004
Focus	Coming to terms with Process Items
Reading:	Clinton
Focus	The Running Capsule
Reading:	Clinton
	Leadership Interaction paper #1 due
<u>Week Four</u>	September 28, 2004
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
<u>Week Five</u>	October 4, 2004
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 October 12, 2004

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 October 19, 2004

Focus An examination of Behavior Era (cont).

Reading: Hersey/Blanchard Chps 1- 5

Mid-Term Exam

Week Eight October 26, 2004

Focus An examination of Contingency Theory

Reading: Hersey/Blanchard Chp 8.

Focus An examination of Leadership Styles

Reading: Hersey/Blanchard Chp 8.

Week Nine November 1, 2004

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 November 9, 2004

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 16, 2004
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 23, 2004

Reading Week (Enjoy)

Week Thirteen November 30, 2004
Focus Conflict
Reading: Hersey/Blanchard Chp 19

Focus (Conflict Styles exercise)
Reading: Hersey/Blanchard Chp 19

LDS Due

Week Fourteen December 7, 2004
Focus 21st Century Leadership
Reading: Shriberg and Shriberg

Focus (Burn out and Stress exercise)

Turn in Reading Log

Week Fifteen December 14, 2004

Final Exam

Reading Log

Name:

Spo #

Date: Pages	Book Title	Number of
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Total Pages read _____