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CL 611 Foundations of Leadership

Charlotte Bates

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Syllabus
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Course: CL611 X1 (SP 2009)
Title: Foundations of Leadership
Hours: 3.00
Published: Yes, on 12/17/2008
Prerequisites:

    None

Department: Christian Leadership
Faculty: Dr. Charlotte Bates

    Email: char.bates@asburyseminary.edu
    Office: AD
    SPO:

Meetings:

    During 02/09/2009 to 05/22/2009 Online via ExL.

Maximum Registration: 22
Catalog 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 undergird 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 management theory in the marketplace and its usefulness within a Christian context.

Objectives:
FOUNDATIONS OF LEADERSHIP

FOUNDATIONS OF LEADERSHIP
CL 611XL - Spring 2009

Syllabus- November Syllabus Version

Asbury Theological Seminary	February 9 to May 22, 2009
Professor: Charlotte Bates, Ph.D.	3 credits
Email: char.bates@asburyseminary.edu	No prerequisites
Minimum enrollment of 10 students	

Course Purpose:
To address classic and current realities related to leadership.
Course 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.
Course Rationale:
This course provides the opportunity for a person to understand and expand their leadership effectiveness.
Relationship to Asbury Seminary Mission:
Asbury Seminary exists to maintain a multidenominational, multicultural community that pursues sound learning and vital piety, nurtures men and women called of God for servant leadership, encourages its members to live out the witness of a Spirit-filled life formed by the authority of Scripture, and prepares women and men for prophetic ministries of redemption and renewal. The intent of the course is to enable people to improve their personal effectiveness as Christian leaders for the sake of the Kingdom in the light of leadership theory.
Course Learning Objectives:
Recognizing our mutual dependence upon God and the diligent effort required by professor and students, we will work together for learners to achieve in the following areas:
Cognitive
To articulate the most effective ways to attain proficiency in the art and practice of leadership
To employ classic leadership theory and the basic disciplines for Christian leadership development

To address selected organizational change processes and the inherent conflicts accompanying change

Affective

To appreciate the relevance of leadership theory for the development and growth of the church

To value the mentor role in developing as leaders

To be committed to effectiveness in developing leadership

Skills

To demonstrate the ability to develop others in leadership

To facilitate the implementation of a leadership development program

Course Required Reading:

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

Hersey, Paul, Blanchard, Ken & Johnson, Dewey E. (2008). *Management of*

Organizational Behavior. (9th ed.). Englewood Cliffs, NJ: Prentice Hall. 325 pages

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

The following article from MindTools

http://www.mindtools.com

"Cross-cultural Leadership" (Will be posted within the class)

The following articles from Harvard Business Review:

"The Leadership Lessons of Mount Everest" by Michael Useem (October 2001)

Reprint # R0109B,   Accession # 5329090

"What Your Leader Expects of You, And What You should Expect in Return" by

Larry Bossidy (April 2007). Reprint R0704C, Accession # 24263819

"Women and the Labyrinth of Leadership" by Alice H. Eagly & Linda L. Carli L.

(September 2007)   Reprint R0709C Accession # 26128729

Please Note: To access the above Harvard Business Review articles follow these steps:

Go to http://www.asburyseminary.edu/information

Type in student ID in "off-campus access to Asbury Scholar" field & click login button

On next page, click either Asbury Scholar image or the "click here" text

Click on the title text of the desired database, which is *Business Source Premier,* to be taken directly to that database.

Once you are in the *Business Source Premier* database, search for the accession number (it is in the "Select a Field" pull down menu).

Then put the appropriate accession number in the box to the left(for example, 5329285).

If you encounter difficulties accessing any articles, please contact the Info Commons desk for assistance.

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Recommended Reading:

M. J. Anthony & J. Estep, eds., (2005). *Management Essentials for Christian Ministries*.   Nashville, TN: Broadman & Holman.

Eagly, Alice H. & Carli, Linda L. (2007). *Through the Labyrinth: the Truth About How Women Become Leaders*. Boston, MA: Harvard Business School Press.

Yukl, Gary A. (2005). *Leadership in Organizations* (6th ed.). Englewood Cliffs,
NJ: Prentice Hall.

Shriberg, Arthur, Shriberg, David & Kumari, Richard. (1997). *Practicing Leadership:*

Principles and Applications (3rd ed.). New York: John Wiley & Sons.

Suggested Resources:

Adler, N.J. (2002). (4th ed.). *International dimensions of Organizational Behavior*. Cincinnati, OH: South-Western of Thomson Learning.

Barna, G. (1997). *Leaders on Leadership*. Ventura, CA: Regal.

Bennis, W. and Nanus, B. (1985). *Leaders: The Strategies for Taking Charge*. New York: Harper & Row.

Blanchard, Ken, Hybels, Bill & Hodges, Phil. (1999). *Leadership by the Book: Tools to Transform Your Workplace*. New York: Waterbrook Press

Block, Peter. (1993). *Stewardship: Choosing Service Over Self-Interest*. San Francisco, CA: Berrett-Koehler.

Buckingham, M. & Clifton, D.O. (2001). *Now, Discover Your Strengths*. New York: The Free Press.

Bruch, H. & Ghoshal, S. (2004). "A Bias for Action: How Effective Managers Harness Their Willpower, Achieve Results, and Stop Wasting Time." Boston, MA: Harvard Business School. In *Soundview Executive Book Summaries*. Vol. 26, No. 7 Part 2, July 2004.

Chowdhury, Subir. (2003). *Organization 21C: Someday All Organizations Will Lead This Way*. New York: Prentice Hall.

Coughlin, L., Wingard, E., Hollihan, K. (eds) (2005). *Enlightened Power: How Women are Transforming the Practice of Leadership*. San Francisco, CA: Jossey-Bass.

Depree, Max. (1989). *Leadership is an Art*. New York: Doubleday

Friedman, T.L. (2007). *The World Is Flat: A Brief History of the Twenty-first Century*. New York: Farrar, Straus and Giroux.

Fulmer, Robert M. and Bleak, Jared L. (2008). *The Leadership Advantage: How the Best Companies Are Developing Their Talent to Pave the Way for Future Success*. New York: AMACOM, American Management Association.

Gangel, K.O. (2006). *Biblical Leadership: Developing Church Volunteers*. Wheaton, IL: Evangelical Training Association.

Glaser, J. E. (2005). *Creating WE*. Avon, MA: Platinum Press.

Heifetz, Ronald A. & Linsky, Marty. (2002). *Leadership on the Line: Staying Alive through the Dangers of Leading*. Boston, MA: Harvard Business School Press.

Holpp, L. (1999). *Managing Teams*. New York: McGraw-Hill.

Huntsman, J. M. (2005). "Winners Never Cheat: A Self-Made Billionaire Speaks Out on Honesty and Generosity." Upper Saddle River, NJ: Wharton School Pub. In *Soundview Executive Book Summaries*, Vol. 27, No. 10, Part 2, October 2005.

Hybels, Bill. (2002). *Courageous Leadership*. Grand Rapids, MI: Zondervan.

Jackman, I. (ed.). (2005). *The Leader's Mentor: Advice from the World's Most Effective Leaders*. New York: Random House.

Johnson, Lisa & Learned, Andrea (2004). *Don't Think Pink*. New York: AMACOM as summarized in Soundview Executive Book Summaries, Vol. 26, No & Part 1, July 2004.

Katzenbach, J.R. & Smith, D.K. (1999). *The Wisdom of Teams: Creating the High-Performance Organization*. New York: HarperCollins.

Lane, P. (2002). *A Beginner's Guide to Crossing Cultures: Making Friends in a Multi-cultural World*. Downers Grove, IL: InterVarsity Press.

Lencioni, P. (2002). *The Five Dysfunctions of a Team: A Leadership Fable*. San Francisco, CA: Jossey-Bass.

Malphurs, Aubrey. (2003). *Being Leaders: The Nature of authentic Christian Leadership*. Grand Rapids, MI: Baker Books.

Martin, C. (2005). "Tough Management: The Seven Ways to Make Tough Decisions Easier and Grow Business in Good Times and Bad." New York: McGraw-Hill. In *Soundview Executive Book Summaries*, Vol. 27, No. 10, Part 1, October 2005.

McNeal, Reggie. (2000). *A Work of Heart: Understanding How God Shapes Spiritual Leaders*. San Francisco, CA: Jossey-Bass.

Mellad, Jim, et al. (2000). *How to Change Your Church (Without Killing It)*. Waco, TX: Word Publishing, 200 pages.

Mintzberg, H. (2004). "Managers not MBAs: A Hard Look at the Soft Practice of Managing and Management Development". San Francisco, CA: Berrett-Koehler. In *Soundview Executive Book Summaries*. Vol. 26, No.12 Part 1, December 2004.

Murphy, E.C. & Murphy, M.A. (2002). *Leading on the Edge of Chaos: The 10 Critical Elements for Success in Volatile Times*. Paramus, NJ: Prentice Hall.

Peters, Tom ((2003). *Re-imagine! Business Excellence in a Disruptive Age*. New York: Dorling Kindersley.

Porras, Jerry, Emery, Stewart & Thompson, Mark. (2007). *Success Built to Last: Creating a Life that Matters.* Upper Saddle River, NJ: Wharton School Publishing, 254 pages.

Saj-nicole, A. J. (2004). "The Third Opinion: How Successful Leaders Use Outside Insight To Create Superior Results." New York: Portfolio/Penguin Group. In *Soundview Executive Book Summaries*. Vol. 27, No. 1, Part 2, January 2005.

Salacuse, J.W. (2006). *Leading Leaders: How to Manage Smart, Talented, Rich and Powerful People*. New York: AMACOM.

Schein, E. (1992). *Organizational Culture and Leadership*. San Francisco, CA: Jossey-Bass.

Soundview Executive Book Summaries. Concordville, PA. www.summary.com.

Spears, Larry C. & Lawrence, Michele. (Eds.). (1995). *Practicing Servant-Leader: Succeeding Through Trust, Bravery, and forgiveness*. San Francisco, CA: Jossey-Bass.

Thrall, B., McNicol, B. & McElrath, K. (1999). *The Ascent of a Leader: How Ordinary Relationships Develop Extraordinary Character and Influence*. San Francisco, CA: Jossey-Bass.

Ward, T.W. (1996). "Servants, Leaders, and Tyrants." In *With an Eye on the Future: Development and Mission in the 21st Century*. Monrovia, CA: MARC. (Elmer, D. H. & McKinney, L. eds.)

Wilhauck, Susan, et al. (2001). *The Web of Women's Leadership.* Nashville: Abingdon, 174 pages.

Online Resources:

http://businessbreakthrough.msn.com

http://Knowledge@Wharton   or www.wharton.upenn.edu

http://www.fastcompany.com/homepage/index.html

Class Outline:

Module 1: Perspectives on Leadership

Session One – Conceptions of Leadership

February 9 – 17, 2009

Session Two – Theoretical Foundations of Leadership #1

February 17 - 24, 2009

Session Three – Theoretical Foundations of Leadership #2

February 24 – March 3, 2009

Module 2: Personal Dimensions of Leadership

Session Four – Approaches to Leadership

March 3 – 10, 2009

Session Five – Investments for Leadership

March 10 – 17, 2009

Module 3: Tasks of Leadership

Session Six – Direction and Planning

March 17 – 24, 2009

Session Seven – Operational Factors in Leadership

March 24 – April 7, 2009 (Includes Reading Week)
Session Eight – Renewal and Leadership
April 7 – 14, 2009
Module 4: Development of Leadership
Session Nine – Multiplication of Leadership
April 14 – 21, 2009
Session Ten – Teams and Leadership
April 21 – 28, 2009
Module 5: Challenges in Leadership
Session Eleven – Issues in Leadership
April 28 – May 5, 2009
Session Twelve – Legacy and Leadership
May 5 – 12, 2009

Course Requirements:

All assignments are due by noon Eastern Standard Time on the day stated. For each 24-hour period late, there will be a late penalty as per the student handbook unless permission is granted prior to the due time. All written assignments must be in proper manuscript form according to the recommended style guide and include a title page. Students will be evaluated on the basis of clarity of expression (including English structure), quality of content, analysis, creativity, bibliography, and integration with personal and professional/ministry life.

Module	Topic	Readings	Assignments
1	Perceptions of Leadership	*The Leader's Companion*	Personal Introduction Due: February 17 Mentoring Report One Due: February 24 Reading and Analysis Due: March 3
2	Personal Dimensions of Leadership	-*Management of Org. Behavior* -*What Your Leader Expects of . . .*	Readings and Analyses Due: March 17
3	Tasks in Leadership	-Leadership Lessons of Mt. Everest -*The Making of a Leader*	Mentoring Report Two Due: March 24 Readings and Analyses Due: April 7
4	Development of Leadership	-*Cross-cultural Leadership* +*25pp. of C.C. Leadership* -*Women and the Labyrinth*	Readings and Analyses Due: April 21 Leadership in a Cross-Cultural Team Due: April 28
5	Challenges in Leadership		Mentoring Report Three Due: May 13 A Leadership Issue Due: May 21

Project #1: Readings & Analyses

Read and interact with the required reading sources listed plus 25 pages of reading of your choice related to ethnic cross-cultural factors in leadership. The intent is not just to document your reading but that you have an abbreviated resource for your future use as well. Analyze each reading and respond in a one to three page summary itemizing the following:

Bibliographic Data
Number of pages read
Purpose of the Author
Highlights and/or Notable Quotations (These first four just need to be listed and documented.)
Critical Commentary (Be specific!)
Summarize the key thoughts of each reading or book in one to two paragraphs. Then give a one to two paragraph critical commentary

which moves beyond a descriptive summary of what is read. The critique is to be an analysis of the benefits or weaknesses in the reading, areas of agreement or disagreement, suggestions for improvement or other considerations.
DUE: See dates in the chart above. A grade will be given for each module group of readings!

Project #2:   Mentoring Journal

Choose a mature leader as a Mentor who is willing to dialogue and journey with you through this course. Your Mentor may be an experienced Peer Mentor or someone else with significant leadership skill and spiritual insight. The Mentor needs to be able to speak truth into your life. Regardless of one's age and experience, open interaction and accountability is important for those in leadership.

 Fulfill the designated personal responses under the Mentoring Journal areas, reflecting on interactions with your chosen Mentor. Reflect on the implications of the information covered and also ways that you can facilitate others toward a growing understanding of God's work in our world. Meet with a Mentor at least once during your work on every other lesson to interact on key thoughts and questions. Document as instructed on your learning from interaction with your Mentor.
You must have met with your Mentor at least six times for about one hour each time. Mentoring Report One documents who your Mentor will be. Before Mentoring Report Two, decide in connection with your Mentor an area of leadership in which you need to develop. Document this in less than one page and post with this second report. In addition, post your Mentoring Journal that is due at this point.
By Mentoring Report Three, you need to do a two to three page report on your progress on the chosen issue as well as how you expect to proceed in the future. The remainder of your Mentoring Journal must also be submitted. Your Mentor needs to send an email directly to the professor with a one page summary of his or her experience with you in the mentoring process.
DUE: Mentoring Report One – February 24, 2009

Mentoring Report Two – March 24, 2009

Mentoring Report Three – May 13, 2009

Project #3: Leadership in a Cross-Cultural Team

Write a four to six page paper addressing factors related to how leadership needs to function when several different ethnic cultures are represented on a team. Consideration needs to focus on the distinctive aspects that demand sensitivity and require deliberation and change in order to maximize team effectiveness. You may use an actual cross-cultural case study if you wish. Regardless, demonstrate appropriate research in this focused paper.
DUE: April 28, 2009

Project #4: A Leadership Issue

In the light of principles addressed in the course plus further research, do a 10 to 12 page paper developing a leadership issue that will make a difference for the glory of our Lord in a present or potential context. Briefly, describe the selected issue, a ministry/ organization and the prevailing leadership paradigm/s operative currently in about a half a page. Then research and suggest applications to address the chosen issue. Specify how you or leadership should lead through the proposed changes (both personally and corporately).   Then delineate the steps that should be taken in managing conflicts that could arise. Address such issues as assumptions you are making, communication factors, leadership development, evaluation, renewal, etc. Project a timeline for implementation if appropriate. A minimum of eight bibliographic resources is required. Note the paper rubric below to guide your work.
DUE: May 21, 2009

Project #5: Class Participation and Reflection

Each student will be evaluated on the level of their class participation, involvement in the class materials, as well as the quality and appropriateness of class postings. This class is interactive in nature. The intent of this course includes moving beyond merely expanding your intellectual grasp of leadership. An additional aim is that your practice of leadership will continue to be transformed for the glory of our Lord. Therefore, you will be asked to reflect on your own learning and share some of those growth opportunities within the class. You will also be invited to interact with the insights of others in the class.

Course Grading:

All written assignments must be typed in proper manuscript form according to the *American Psychological Association* style guide or *MLA Handbook* and include a title page. Students will be evaluated on the basis of clarity of expression (including English structure), quality of content, analysis, creativity, bibliography, and integration with personal and professional/ministry life. Typically, the professor will only correct the English for the initial page/s of the paper.

Grading will be based on the criteria found in the ATS Catalog. Grade increments (+/-) fall within the standards below.

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

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

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

D = Marginal work: inadequate, minimal achievement of course objectives

F = Unacceptable work: failure to achieve course objectives

Note: To achieve A and B work, the assignments must reflect the descriptors indicated.

Rubric for Papers:

Exceptional: Clear, precise and creative writing that interacts both with the course material and outside sources (ten or more outside citations) and experiences. Shows unusual integration and application of the course to one's own development. Adheres to accepted guidelines for form and style. Outstanding model of theological reflection and critical thinking.

Good: Strong writing that interacts with the course material and draws upon life experiences. Show genuine points of application of the course to one's own development with some use of outside sources. Strong form and style. Impressive theological reflection and critical

thinking.

Acceptable: Average writing that interacts with the course material and occasional links to life experiences. Few, if any, outside sources. Little application to one's own development. Generally consistent form and style. Moderate theological reflection and critical thinking.

Course Evaluation:
Evaluation of the course will be divided as follows:
Project #1: Readings 15%
Project #2: Mentoring Project 25%
Plus Three Mentoring Reports . . . .
Project #3: Leadership in a CC Team 15%
Project #4: Leadership Issue 25%
Project #5: Participation 20%

TOTAL   100%

Virtual Campus Support Contact Information
For **technical support, library research support, library loans, and virtual media** contact Information Commons:
Info_Commons@asburyseminary.edu Phone: (859) 858-2233; Toll-free: (866) 454-2733
For **general questions and administrative assistance regarding the virtual program**, contact Dale Hale:
ExL_Office@asburyseminary.edu Phone: (859) 858-2393
Accessing Information Commons Materials
General Questions:
The Information Commons is a "one-stop shop" for all student research, circulation and technical needs. The Information Commons hours are posted here: http://www.asburyseminary.edu/information/hours.htm
Materials Requests:
To search the library catalog for available materials, click here:
http://www.asburyseminary.edu/information/ index.htm
Virtual Campus Students may request books, photocopies or emailed attachments of journal articles/portions of reference books from Asbury Seminary's Library. Please allow 3-10 business days for all requests to be filled. Contact the Information Commons for costs and instructions on how to make requests.
Virtual Campus students are encouraged to make use of local library resources. Students who live within a 50 mile radius of either the Florida or the Kentucky campus should come to campus to obtain their materials.
Research Questions:
Virtual Campus students are encouraged to contact the Information Commons for research assistance including help determining the best sources to use for a paper, finding book reviews, or research questions about using the online databases or any other library materials.
Online Databases:
To access the online library resources including the library catalog and full-text journal databases, go to http://www.asburyseminary.edu /information/index.htm and enter your 10-digit student ID# number in the login box. Your student ID# is provided on the biographical information section of the student registration webpage. Add a 2 and enough 0's to the front to make a 10-digit number (20000XXXXX where XXXXX = your student id).
Copyright Policies
The copyright law of the United States (title 17, United States Code) governs the making of photocopies or other reproductions of copyrighted material. Under certain conditions specified in the law, libraries and archives are authorized to furnish a photocopy or other reproduction. One of these specific conditions is that the photocopy or reproduction is not to be "used for any purpose other than private study, scholarship, or research." If a user makes a request for, or later uses, a photocopy or reproduction for purposes in excess of "fair use," that user may be liable for copyright infringement. This institution reserves the right to refuse to accept a copying order if, in its judgment, fulfillment of the order would involve violation of copyright law.

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