
CLSG 720 THEOLOGY AND THEORY OF LEADERSHIP

Fall 2008

Wednesdays 6-10 pm on Oct 22, 29, Nov 5, 12, 19, 26, Dec 3, 10
Saturday, 8-5 pm on December 6
Heath 106

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COURSE DESCRIPTION

An examination of selected theological issues regarding leadership and an overview of leadership theory with an emphasis on students' research interests. Current missional opportunities in changing environments and the counter-cultural alternative vision of kingdom values beg for a deeper understanding of leadership in ways that honor the timeless wisdom of the biblical texts while probing insights from the social sciences.

LEARNING OBJECTIVES

The course objectives for each participant are to:

1. explore selected biblical texts that inform contemporary values, challenges, and definitions of being a leader. Included in this theological reflection is a case study of the apostle Paul as a prototype for fulfilling church mission amidst conflict in diverse, changing environments;
2. examine leadership as an academic discipline, including selected theories for understanding motivation, influence, mission, vision, empowerment, and other dimensions pertinent to leadership;
3. discern how leaders enable organizations to become more faithful and fruitful in its mission; and
4. enhance writing and research skills.

REQUIRED TEXTS

Ricard S. Ascough and Sandy Cotton, *Passionate Visionary: Leadership Lessons from the Apostle*. Ottawa, Canada: Novalis St Paul University Press, 2006.
Roger Gill, *Theory and Practice of Leadership*. London: Sage Publications, 2006.
Reggie McNeal, *A Work of Heart: Understanding How God Shapes Spiritual Leaders*. San Francisco: Jossey-Bass, 2000.
Alan J. Roxburgh and Fred Romanuk, *The Missional Leader: Equipping Your Church to Reach a Changing World*. San Francisco: Jossey-Bass, 2006.
Compiled Readings for Leadership Studies, which will be distributed by e-mail or disk.

COURSE SCHEDULE

Toward a Theology of Leadership

10/22, 29 **Forming Leaders: Case Study of Moses, David, Paul and Jesus**

Reading: McNeal, *A Work of Heart: chapters 1-6 for 10/22; chapters 7-10 for 10/29.*

Assignment: Write your ideas to questions at the end of chapters and related questions in *Conclusion*, p. 187ff.

11/5, 12 **The Apostle Paul as a Case Study**

Reading: Ascough and Cotton, *Passionate Visionary: chapters 1-8 for 11/5; chapters 9-16 for 11/12.*

Assignment: Write your ideas to questions at the end of chapters.
Short Essay due 11/12.

Leadership Theories: Overview and Exploration

11/19 **Nature of Leadership, Historical Overview of Theories**

Reading: Gil, *Theory and Practice of Leadership, chapters 1-2*

Assignment: Research one of the leadership theories identified in chapter two. Be prepared to report to the class your findings.

11/26 **Redefining Leadership, Vision and Mission**

Reading: Gil, *Theory and Practice of Leadership, chapters 3-4*

Assignment: Write your ideas to questions at the end of chapter four.
Short Essay due 11/26.

12/3 **Values, Culture, and Strategy**

Reading: Gil, *Theory and Practice of Leadership, chapters 5-6*

Assignment: Write your ideas to questions at the end of chapters five and six.

12/6 **Empowerment, motivation, development, and challenges**

Reading: Gil, *Theory and Practice of Leadership, chapters 7-10*

Assignment: Write your ideas to questions at the end of chapters seven and nine.

The Missional Leader

12/10 **Contemporary challenges and opportunities**

Reading: Roxburgh and Romanuk, *The Missional Leader*

Assignment: Write your ideas about the strengths and weaknesses of this book.
Short essay due 12/10.

COURSE REQUIREMENTS AND EVALUATIVE CRITERIA

Grade Scale

93-100%	A	Superior	4.00
90-92%	A-	Exceptional	3.67
87-89%	B+	Very Good	3.33
83-86%	B	Good	3.00
80-82%	B-	Fair	2.67
77-79%	C+	Unsatisfactory	2.33
73-76%	C	Unsatisfactory	2.00
70-72%	C-	Unsatisfactory	1.67

Participants are expected to attend all class sessions, complete required reading before class, participate in discussions, complete a short essay, and submit a research project.

Preparation, attendance, participation	25%
Three Essays (1200-1500 words each)	75%
Total	100%

SHORT ESSAYS

1. The first essay examines a biblical text related to leadership. Due 11/12
2. The second essay critiques a leadership theory, including its strengths and weakness, and its application to one's own organizational/ministry setting. Due 11/26
3. The third essay applies missional leadership to one's own organizational/ministry setting. Due 12/10

NOTE: Elements of a strong essay: Stated purpose, organization/structure, quality of content, argument, grammar, spelling, and the proper use of style guide are important in grading.

- The title captures the central purpose and overall content.
- The introduction introduces the reader to the topic.
- The central purpose forms the organization/structure that links the introduction to the major points that move forward the major arguments with clear transitions.
- The major points demonstrate cohesiveness and fair treatment of different voices.
- The conclusion is the result of the major points.

These major components of the essay – introduction, purpose, major points, and conclusion are integrated with logical transitions.

The quality of content is enhanced by grammar, spelling, the proper use of paraphrase and quotes, and the appropriate use of the style guide for title page, margins, spacing, headings, footnotes, bibliography, and so forth: Chicago, MLA, APA, or SBL.

SELECTED BIBLIOGRAPHY

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- Deborah P. Bloch and Lee J. Richmond, Eds., *Connections Between Spirit & Work in Career Development*, Palo Alto, CA: Davies-Black, 1997.
- Peter Block, *Stewardship: Choosing Service Over Self-Interest*. San Francisco: Berrett Koehler Publishers, 1993.
- Richard Bondi, *Leading God's People: Ethics for the Practice of Ministry*. Nashville: Abingdon Press, 1989.
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- Martin M. Chemers, *An Integrative Thoery of Leadership*. Mahwah, NJ: Lawrence Erlbaum Associates, 1997.
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- George Cladis, *Leading the Team-Based Church*. San Francisco: Jossey-Bass, 1999.
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- Jay A. Conger, *The Charismatic Leader: Behind the Mystique of Exceptional Leadership*. San Francisco: Jossey-Bass Publishers, 1989.
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- _____, *Real Power: Stages of Personal Power in Organizations*. Salem, WI: Sheffield Publishing Co., 2003.
- Stanley Hauerwas and William H. Willimon, *Resident Aliens*. Nashville: Abingdon Press, 1989.

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- _____, *Prisoners of Leadership*. New York: John Wiley & Sons, 1989.
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- Susan Howatch, *Glittering Images*. New York: Fawcett Crest, 1987.
- Barbara Kellerman, *Bad Leadership: What It Is, How It Happens, and Why It Matters*. Boston: Harvard Business School Press, 2004.
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Note: Peruse any book you find by Robert K. Greenleaf, Parker Palmer, Peter Senge, Peter Drucker, Warren Bennis, Henri J.M. Nouwen, Dallas Willard, and Eugene H. Petersen.

EVALUATION FEEDBACK SHEET FOR RESEARCH PAPER

Introduction/purpose statement (thesis statement)

Clarity, substance and thoroughness of author's purpose.

Did your purpose statement adequately cover the over-all outline and development of your paper?

Body of paper

Clarity and logic of important ideas and arguments

Did you adequately make your case? Were you clear in your major ideas that provide the backbone of the paper, as well as how logically these ideas are organized in relation to each other and to the major purpose statement?

Substance of ideas/arguments and use of sources

How many sources did you use? Are they authoritative and reliable? Is there balance in your discussion and argument? Did you use quality sources in ways that provide both sides of an argument or give the reader a feel for the current state of research on a topic? Are writer's points fairly considered?

Conclusion

Was there a clear summary and evaluation of the paper? Were there suggestions for further study and investigation?

Quality of expression/style

Did paragraphs adequately develop around the major idea with appropriate transitions? Were there spelling and/or grammatical errors? Were sources cited correctly according to style guide? When you read your entire paper, is there a natural flow with adequate transitions? Did you use inclusive language?

Note: Did you develop your paper from an extended, detailed outline? If not, read your paper and see how you would develop an outline from what you have written.