

PL 633 – Essentials of Christian Leadership

Spring Intensive 2019

To develop Christ-minded leaders who make a difference in the world.

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SCHEDULE: May 6 - 10

CREDITS: 3

DESCRIPTION: An examination of what constitutes Christian leadership, how leaders are developed and how leadership styles are engaged. In this practicum course, students will also be expected to engage the practice of leadership in local ministry. The goal of this course is to take leadership out of the realm of theory and focus on the practical applications of leadership within local ministry.

OBJECTIVES:

The prayerful endeavour of this course is to:

1. Guide students in developing a Biblical perspective of Christian leadership, as a basis from which to minister.
2. Assist students in understanding the characteristics and responsibilities of leadership within the context of Christian ministry.
3. Facilitate students in assessing personal style and capability in leadership, as reflected in character or temperament, as well as giftedness.
4. Offer students some basic "tools" (knowledge, skills, techniques, strategies, resources, etc.) necessary for effective Christian leadership.
5. Provide students with practical opportunities to observe, experience, and participate in Christian leadership.

REQUIRED TEXTBOOK(S):

Brady, Chris, & Orrin Woodward. *Launching a Leadership Revolution*. Michigan: Obstacles Press, 2013.
ISBN-10: 0985802081 ISBN-13: 978-0985802080

Ford, Leighton. *Transforming Leadership: Jesus' Way of Creating Vision, Shaping Values & Empowering Change*. Downers Grove, Illinois: InterVarsity Press, 2006. ISBN-10: 0830816526
ISBN-13: 978-0830816521

REQUIRED ARTICLE:

Seibel, Cory. "From Multigenerational to Intergenerational," in *InterGenerate: Transforming Churches through Intergenerational Ministry*, ed. Holly Allen (Abilene, TX: Abilene Christian University Press, 2018), pp. 89-100.

(a PDF of this chapter will be distributed to students by email prior to the start of the course)

SUPPLEMENTARY MATERIAL:

'Leading From Your Strengths' Profile; www.ministryinsights.com

Guide for Research and Writing (SBL Style) 2003.

RECOMMENDED READING:

1. Banks, Robert J. Faith in Leadership
2. Belleville, Linda L. Women Leaders and the Church
3. Bennis, Warren G. Geeks & Geezers
4. Blanchard, Kenneth. Leading at a Higher Level
5. Bonem, Mike & Roger Patterson. Leading From The Second Chair
6. Chait, Ryan and Taylor, Governance as Leadership
7. Collins, James C. Good to Great.
8. Collins, James. Great By Choice
9. Doohan, Bill. Spiritual Leadership
10. Drucker, Peter. The Five Most Important Questions
11. Forman, Jones and Miller. The Leadership Baton
12. George, Bill. True North
13. George, Bill. 7 Lessons for Leading in Crisis
14. Goleman, Daniel. Primal Leadership
15. Greenleaf, Robert K. The Power of Servant-leadership
16. Gunderson, Denny. The Leadership Paradox
17. Hotchkiss, Dan. Governance as Ministry
18. Hybels, Bill. Courageous Leadership
19. Kellerman, Barbara. Bad Leadership
20. Laughlin, Fredric L. and Robert C. Andrings. Good Governance for Nonprofits
21. Lee, Gus. Courage: The Backbone of Leadership
22. Kouzes, James M. Credibility
23. Kouzes, James M. and Barry Z. Posner. The Truth About Leadership
24. Lencioni, Patrick. The Advantage
25. Lowney, Chris. Heroic Leadership
26. Malphurs, Aubrey. Being Leaders.
27. Malphurs, Aubrey. Building Leaders
28. Malphurs, Aubrey. Leading Leaders.
29. Malphurs, Aubrey. Values-Driven Leadership.
30. McKenna, David L. Power to Follow; Grace to Lead
31. Nelson, Alan E. Spirituality & Leadership : Harnessing the Wisdom, Guidance, and Power of the Soul
32. Olsen, Charles M. Selecting Church Leaders

33. Sample, Steven B. The Contrarian's Guide to Leadership
34. Sanders, J. Oswald. Spiritual Leadership
35. Sims, Ronald R. Leadership: Succeeding in the Private, Public, and Not-for-Profit Sectors
36. Sinek, Simon. Start With Why.
37. Spears, Larry C. Insights on Leadership
38. Toler, Stan. Lead to Succeed
39. Towns, Elmer. Becoming A Leader
40. Trout, Jack. Trout on Strategy
41. Wright, Walter C. Relational Leadership

REQUIREMENTS:

1. Attendance/Class Participation

Each student is expected to attend all class sessions. Extenuating circumstances must be negotiated with the instructor.

In true 'seminar' fashion, each student is expected to be a prepared contributor to the course by diligently participating in plenary and small group dialogue and activities.

2. Media Review

- a. Each student is expected to review the equivalent of 1000 pages (minimally) pertaining to leadership. At least **60% must** be drawn from the printed media. (The textbooks may be included in this total.) The remaining **40%** of media reviews **may** be drawn from audio and/or audio-visual media. One hour of audio and/or audio-visual media = 20 pages of printed media. **All** media reviews (textbook, collateral reading & other) must be properly documented. A template of the Media Review Form is included in this syllabus.
- b. A Recommended Reading list is provided in this syllabus. However, students are also encouraged to select their own reading (from the Schalm Memorial Collection at Vanguard College or elsewhere) as coincides with the Recommended Reading List or pending the instructor's approval.
- c. Grading of media reviews will be "pro-rated" according to the amount completed.

3. Practicum

Each student is expected to be actively involved in a Christian leadership role, from one of the following leadership 'arenas':

- a. Church or Para-church (clergy or laity)
- b. Community (neighbourhood associations, educational institutions, political parties, media organizations, etc.)
- c. Market Place (businesses, professional associations)
- d. Home (parent, spouse, child, extended family)

Each student must arrange to engage this leadership role on a (minimally) weekly basis, for a total of (at least) five weeks. This leadership role is intended to be 'actual' (rather than theoretical) in nature, whereby the student is responsible to actively employ some aspect of responsible decision-making within the context of a leadership responsibility. Although it may begin earlier, this practicum must commence no later than the week immediately following the intensive, modular week of classes.

Each student must be supervised, on a contractual basis, by an approved practicum supervisor who is integrally involved in the selected leadership role, so as to provide an evaluation at the end of the practicum. A Practicum Agreement Form is included in this syllabus.

Student reflections, for each practicum occasion, must be documented. A documentation template (the 'Leader Log') is provided in this syllabus. All 'Leader Logs' must be submitted, to the instructor, no later than five weeks following the conclusion of the intensive, modular week of classes. This practicum will be graded on the basis of participation and reflection.

4. Personal Leadership Profile

Each student is to prepare a documented reflection of his/her own Christian leadership. This paper should incorporate principles of Christian leadership, dealt with in this course, as the student:

- a. Reviews leadership status...where he/she is "at" in terms of leadership. (i.e. formative influences, key events, significant contributions, etc.)
- b. Reflects on leadership style...what style he/she is most familiar or comfortable with, which leadership characteristics dominate his/her leadership approach, what leadership strength describes his/her.
- c. Evaluates leadership needs...what leadership considerations require particular growth/attention/development.
- d. Determines leadership potential...what he/she anticipates, in terms of future Christian leadership and what needs to be "done" in order to "get there".

5. Exam

Each student is to write a final exam, comprehensive of all textbook and classroom material.

EVALUATION:

Assignment	Date	Weight
Attendance/Class Participation	May 10, 2019	10%
Media Review	May 24, 2019	20%
Personal Leadership Profile	May 31, 2019	25%
Practicum	June 14, 2019	25%
Examination	May 10, 2019	20%

- A. Incomplete or un-submitted assignments will receive a grade of zero.
- B. All late assignments will be reduced in grade by 5% for each passing day.
- C. Alternate due dates may be negotiated, in advance, without penalty.

PL 633 ESSENTIALS OF CHRISTIAN LEADERSHIP

LEADER "LOG"

Name: _____

Box # _____

Profile (of leadership activity)

(please be specific with dates, times, description of events, etc.)

People (those involved individually and/or corporately)

Purpose (goals/expectations/decisions to be made)

Preparation (what was done in advance)

Plan (approach/strategy)

Product (outcome)

Perspective (evaluation)

1. **Objective evaluation...**(How did it go?)

2. **Subjective evaluation...**(How did you feel?)

3. **Recommendations...**(What would you do next time?)

PL 633 ESSENTIALS OF CHRISTIAN LEADERSHIP

PRACTICUM AGREEMENT

In partial fulfillment of this course, each student is expected to become involved in some aspect of leadership {in the Church/para-church, Community, Market Place, Home} in order to observe and participate in leadership *first hand*.

This *on-site participation* must be scheduled on a {minimally} weekly basis, and be contracted with a designated *on-site supervisor* {i.e., someone integrally involved in the selected leadership activity} who will provide an evaluation at the end of the semester.

Both *student* and *on-site supervisor* must sign this **contractual agreement** after mutually determining the expectations, as outlined below.

STUDENT NAME:

DATE:

SUPERVISOR'S NAME:

Supervisor's title or position or relationship to the student:

Description of the student leadership role:

Practicum times

Practicum responsibilities:
(please be specific)

Other comments and/or Considerations

*In full understanding of the purpose of this practicum, I hereby sign this **practicum agreement**.*

Student's Signature:

Supervisor's Signature:

PL 633 ESSENTIALS OF CHRISTIAN LEADERSHIP

PRACTICUM EVALUATION

As this course of studies comes to completion, I want to take this opportunity to thank you for your contribution to the student (in particular) and to Taylor (as a whole) with your supervisory role for the practical side of ministry preparation. You have enhanced the student's effectiveness by providing the opportunity and/or the reflective analysis in the real world of service for our Lord. Whether or not the student will be sharing in an on-going ministry with you, it is necessary (for academic purposes) to bring a sense of closure to this particular course. Therefore, if you could take a few minutes to provide us with your personal assessment of the student's performance and/or the effectiveness of this leadership course, it would be greatly appreciated. If you would like to make any further comments or if you have any suggestions/questions, please feel free to contact me, *Terry Fossen*, personally at 780.901.8133.

STUDENT'S NAME:

DATE:

SUPERVISOR'S NAME:

- 1. In your estimation, did the student live-up to his/her contractual agreement? Why or why not?**

- 2. What do you see to be the student's greatest assets in terms of leadership?**

- 3. What are some specific areas that the student could develop, in terms of leadership?**

- 4. Are there any other comments or considerations which you would like to make with regards to:**
 - a. The Student**

 - b. The Course**

*In full understanding that this evaluation is to be kept in strict confidence between the **supervisor**, the **professor**, and the **student**, I hereby terminate this contractual agreement.*

Supervisor's Signature:

Student's Signature:

PL 633 ESSENTIALS OF CHRISTIAN LEADERSHIP

LEADERSHIP MEDIA REVIEW

Student Name:

Box #:

Date:

1. DOCUMENTATION

Who? (Author, Speaker, Actor, etc.)

What? (Title, Topic, Theme, etc.)

When? (Copyright, Presentation Date, etc.)

Where? (Journal, Publisher, Place of Presentation, etc.)

How? (Kind Of Media...Book, Movie, Tape, Speech, etc.)

How Much? (Number of Pages or equivalent)

2. SUMMARY...What?

(briefly describe the point of the media material)

3. REACTION... So What and Why?

(respond to the media material according to all of the heart faculties)

A. AFFECTIVE DIMENSION (How it made you *feel* and *why*)

B. BEHAVIORAL DIMENSION (What it makes you want to *do* and *why*)

C. COGNITIVE DIMENSION (What it makes you *think* about and *why*)