

ASSEMBLIES OF GOD THEOLOGICAL SEMINARY
Doctor of Ministry Core Course 1
February 2-6, 2004
Cohort 12

PTH 901 RENEWING THE SPIRITUAL LEADER

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COURSE SYLLABUS

COURSE DESCRIPTION

The primary goal of the course is to provide participants with a venue for the integration of Pentecostal spirituality and the leadership arts. Various integration pathways are the context for considering models of leadership and spirituality. A peer learning environment focuses on self-leadership as the foundation of leading others. Significant time is also spent orienting the participants to the unique dynamics and requirements of Doctor of Ministry education. The course requires the implementation of a three month self-development plan.

COURSE OBJECTIVES

Growth in understanding...

1. Of the significant dimensions of Pentecostal spirituality in personal and organizational life
2. Of the major models of effective leadership on both the academic and popular levels
3. Of the role of self-leadership in the formation of Christian leaders and organizations
4. Of the dynamics of Doctor of Ministry education

Growth in character...

1. By expanding self-awareness about our spiritual journey and leadership style
2. By clarifying our core vision and values
3. By committing to continuing spiritual maturity and personal development
4. By developing supportive relationships with other members of the cohort

Growth in ability...

1. To articulate a Personal Statement of Vision, Values, and Spirituality
2. To evaluate the personality, leadership style, spirituality, and integrity of self and others

3. To adapt leadership style situationally
4. To construct and implement spiritual leadership development plans for ourselves and others

COURSE OUTLINE

I. The Credible Leader: Developing Other-Leadership

- A) *Defining question*: what do Christian leaders offer that equally-gifted atheists cannot?
- B) Leadership Theories and History
- C) Leadership Models and Metaphors
- D) Leadership Research and Guesses
- E) Leadership Components and Frames
- F) Leadership Skills and Styles

II. The Led Leader: Developing Self-Leadership

- A) *Defining question*: what is it like to be led by me?
- B) Self-awareness: the courage to look in the mirror
- C) Personal style: the decision to become intentional
- D) Personal integrity: the prioritization of moral authority
- E) Personal spiritual formation: the strength of weakness

III. The Spirit-Filled Leader: Developing a Pentecostal Leadership Spirituality

- A) *Defining question*: what does it mean to lead Pentecostal-ly?
- B) Power, Process and a Third Way

COURSE REQUIREMENTS

1. Pre-Session (20 total points)

- a. *Read*: Complete 750 pages of reading from the *Other-Leadership* reading list, and 750 pages from the *Self-Leadership list*. Substitute books can be found in the *Bibliography*. Participants will submit a reading report (attached) on the last day of class indicating how much of the reading has been completed. Full credit requires all reading be complete. (10 points)
- b. *Write*: Prepare a 5-page paper synthesizing the 3-5 ideas from the readings that made the greatest impact on you, and how those ideas apply to your ministry context. You will do an oral presentation of your paper in summary form during one of the class sessions. (10 points)

(NOTE: It is a violation of academic policy to claim credit for books read prior to the course. Substitute a book from the *Bibliography* for those read previously.)

2. Session (10 total points)

- a. *Completion*: of all class exercises and activities. (5 points)
- b. *Active contribution*: to the peer learning environment, including discussion, integration of pre-reading, and relationship-building. (5 points)

3. Post-Session Projects (70 total points)

a. Writing Project (60 points)

The post-session writing project is an exercise in integrating Pentecostal spirituality and the leadership arts. The project should be approximately 30 pages in length, and should take the form of a “position paper.” Refer to key sources and scriptures as necessary, but this is *not* primarily a library research piece. I am looking for what *you* think and *why*, not for your ability to quote what someone else thinks.

Writing Project Focus

The Post-Session Writing Project should have three primary sections:

1. *Spirituality synthesis*: what does it mean to lead “Pentecostal-ly”? That is, to what extent, if any, does Pentecostalism contribute anything unique to leaders and organizations? How does Pentecostal spirituality inform the leadership arts, if at all?
2. *Self-leadership evaluation*: how would you evaluate your life as a leader in terms of the following: (Feel free to use evaluations done in class, as well as those done prior.)
 - a) Character (including spirituality) & personal values
 - b) Clarity and impact of your personal vision
 - c) Present influence and effectiveness with relevant groups
 - d) Present leadership style(s)
 - e) Present level of development of major leadership skills
 - f) Report on the nature and effectiveness of accountability relationships.
(See Post-Session Accountability Project below. This is a requirement to pass the course.)
3. *Self-development plan*: prepare a three-month self-development plan that includes:
 - a) A Personal Vision and Values Statement
 - b) Identification of top three strengths to be enhanced
 - c) Identification of areas of needed improvement as a leader
 - d) The three month leadership development growth plan should include:
 - 1) Desired outcomes to build on strengths and improve weaknesses (the emphasis is to be on strengths)

- 2) Plan for accomplishing those outcomes
- 3) Resources to be used
- 4) How you will measure and evaluate

Post-Session Writing Project Evaluation

1. *Cogency*: are the major assertions clear, specific, and adequately supported by evidence and/or reasoning? (10 points)
 2. *Clarity*: is the structure well-organized, making the development of the argument easy to follow? (10 points)
 3. *Creativity*: do the major ideas represent original thinking? (10 points)
 4. *Depth*: are the ideas in the paper important and substantial, being the product of high-quality reflective thinking? (10 points)
 5. *Quality*: is the use of language clear, compelling, and professional? (10 points)
 6. *Style*: does the paper conform to the *Turabian* manual? (10 points)
- TOTAL 60 points

Writing Standards

1. *Coaching and Editing*: All Core 1 papers are *required* to be submitted to the Writing Coach before being turned in to the professor. Contact information will be distributed in class. Editorial help is available for all other D.Min. course writing.
2. *Style Manual*: All written work is to be formatted according to the *Turabian* style manual 6th edition. http://www.amazon.com/exec/obidos/ASIN/0226816273/qid=1025032200/sr=1-/ref=sr_1_1/103-8003118-1534215
3. *Expectations*: All papers are to represent original, high-quality, graduate-level work. Writing from previous courses may not be recycled. Expectations are high.
4. *Communication*: A **hardcopy** of the edited Post-Session Project must be delivered to the D.Min. office. *Do not use email.*
5. *Title Page*: All papers should include a cover sheet with title, course information, name, address, and email address in *Turabian* format.

6. *Due date:* the Post-Session Project must be delivered to the D.Min. office postmarked no later than May 6, 2004.

b. Post-Session Accountability Project (10 points)

All course participants are required to maintain or begin a rigorous and regular accountability relationship (outside of their home) **in order to pass the course**. This relationship may be either with a trusted individual or with a group. The existence and effectiveness of the relationship will be reported in the Post-Session Writing Project.

LATE WORK

Any participant may have a two-week extension simply by requesting it. After that, the maximum Post-Session Project grade will decline by one letter grade for each week beyond the extended due date.

COURSE GRADING

Expectations are high. An “A” is awarded for excellent work, a “B” for a good effort; a “C” is marginal, etc. Grading is a composite of points earned in each phase of the course:

Pre-Session Reading:	10 points		92 + points = A
Reading Reflection Paper:	10 points		82 + points = B
Session Involvement:	10 points		72 + points = C, etc.
Post-Session Writing Project:	60 points		
Post-Session Accountability Project:	10 points		

TOTAL: 100 points

PRE-SESSION READINGS

Other-Leadership

Anderson, Leith. *Leadership That Works: Hope and Direction for Church and Parachurch Leaders in Today’s Complex World*. Minneapolis: Bethany House, 2002. (220)

Bennis, Warren. *On Becoming a Leader*. Reading, MA: Addison-Wesley, 1989. (226 pages)

Burns, James MacGregor. *Leadership*. New York: Harper & Row, 1978. (530 pages)

Depree, Max. *Leadership Is an Art*. DTP, 1990. (148 pages)

Greenleaf, Robert K., et al, eds. *On Becoming a Servant Leader*. San Francisco: Jossey-Bass, 1996. (396 pages)

Thrall, Bruce, Bruce McNicol, Ken McElrath. *The Ascent of a Leader: How Ordinary Relationships Develop Extraordinary Character and Influence*. San Francisco: Jossey-Bass, 1999. (224 pages)

Self-Leadership

Anderson, Ray S. *Self Care: A Theology of Personal Empowerment and Spiritual Healing*, 2000. (276 pages)

Buckingham, Marcus and Donald O. Clifton. *Now, Discover Your Strengths*. Free Press, 2001. (260 pages)

Lee, Robert J. and Sara N. King. *Discovering the Leader in You: A Guide to Realizing Your Personal Leadership Potential*. San Francisco: Jossey-Bass, 2000. (192 pages)

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Nouwen, Henri. *Ministry and Spirituality: The Wounded Healer, Creative Ministry, and Reaching Out*. rev. ed. Continuum Publishing, 1996. (286 pages)

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Quinn, Robert E. *Deep Change: Discovering the Leader Within*. San Francisco: Jossey-Bass, 1996. (232 pages)

Rima, Samuel D. *Leading from the Inside Out: The Art of Self-Leadership*. Grand Rapids, MI: Baker, 2000. (255 pages)

LEADING MYSELF AND OTHERS: A SELECT BIBLIOGRAPHY

Earl Creps

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- Barker, Richard. *On the Nature of Leadership*. University Press of America, 2002.
- Barna, George. *A Fish Out of Water*. Integrity Publisher, 2002, (240 pages)
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- Benfari, Robert C. *Understanding and Changing Your Management Style*. San Francisco: Jossey-Bass, 1999. (304 pages)
- Bennis, Warren. *Why Leaders Can't Lead: The Unconscious Conspiracy Continues*. San Francisco: Jossey- Bass, 1997. (192 pages)
- _____. *Learning to Lead: A Workbook on Becoming a Leader*. Perseus, 1997. (208 pages)
- _____. and Robert Townsend. *Reinventing Leadership*. New York: William Morrow and Company, 1995.
- _____. and Joan Goldsmith. *Learning to Lead*. Reading, Massachusetts: Addison-Wesley, 1994.
- _____. *On Becoming a Leader*. Reading, MA: Addison Wesley, 1994. (226 pages)
- Blanchard, Kenneth H. *Servant Leader*. J. Countryman Books, 2003. (128 pages)
- _____. Michael J. O'Connor, and Jim Ballard. *Managing by Values*. San Francisco: Berrett-Koehler, 1997. (154 pages)

- Bolman, Lee G. and Terrence E. Deal. *Reframing Organizations: Artistry, Choice, and Leadership*. San Francisco: Jossey- Bass, 1997. (450 pages)
- Bossidy, Larry, Ram Charan and Charles Burck. *Execution: The Discipline of Getting Things Done*. Crown, 2002. (256 pages)
- Brinckerhoff, Peter C. *Mission-Based Management: Leading Your Not-for-Profit in the 21st Century*. New York: John Wiley, 2000. (200 pages)
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- Briner, Bob. *The Management Methods of Jesus: Ancient Wisdom for Modern Business*. Nashville; Thomas Nelson, 1996.
- Buckingham, Marcus and Curt Coffman. *First, Break All the Rules: What the World's Greatest Managers Do Differently*. New York: Simon and Schuster, 1999. (255 pages)
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- Crosby, Philip. *The Absolutes of Leadership*. San Francisco: Jossey-Bass, 1997. (144 pages)
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- Drucker, Peter. *Peter Drucker: Shaping the Managerial Mind*. San Francisco: Jossey-Bass, 2002. (464 pages)
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- Farson, Richard. *Management of the Absurd: Paradoxes in Leadership*. New York: Simon and Schuster, 1996. (170 pages)
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- Montgomery, Dan. *Finding Your Way: A Christian Guide to Transforming Your Personality and Relationships*. Minneapolis: Augsburg, 1999. (180 pages)
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http://www.amazon.com/exec/obidos/tg/listmania/list-browse/-/B0GV2PJ8CMXV/ref=cm_lm_lists/102-2483674-8255356

An interesting Amazon list on “Personality Type” providing information on eleven books of varying quality on this theme

<http://www.rebrown.com/360gen.htm>

R.E. Brown is a leadership consultant who provides online documents for the 360 review process.

<http://www.rebrown.com/amazon.htm>

A thoroughly annotated leadership bibliography, with links to Amazon so purchasing is easy.

<http://www.educ.queensu.ca/~reesr/bibliography.html>

A “Books on Leadership” listing provided by Dr. Ruth Rees’ Educational Leadership website.

<http://www.ed.gov/MailingLists/EDInfo/Archive/msg00290.html>

33 research digests on the theme of “visionary leadership.” Search all the digests in the ERIC system at: <http://www.ericfacility.net/ericdigests/index/>

http://www.fgse.nova.edu/cyfs/guides/leadership_one/Lbib.htm

“Leadership Bibliography from Nova Southeastern University.

http://www.academy.umd.edu/publications/leadership/leadership_bib.htm

A small, but high quality leadership bibliography from the James MacGregor Burns Leadership Institute.

<http://www.myskillsprofile.com/>

An online resource for discerning whether you are a Level 5 Leader.

<http://www.uflib.ufl.edu/businesslibrary/books/leadbks.htm>

A card-catalogue based bibliography developed by the University of Florida’s Smathers Business Library. Fairly extensive with quality sources.

<http://www.strategicleadership.com/bibliography/personal.htm>

A “Personal Leadership Bibliography” by Strategic Leadership Associates, a leadership consulting firm. Largely oriented toward issues of vision and change management.

<http://www.twu.ca/Leadership/biblio.asp>

A “Leadership Bibliography of Recent Christian and Non-Christian Books” by Don Page of Trinity Western University, Canada. One of the more extensive online bibliographies available ranks each book by its usefulness.

<http://www.ndu.edu/library/pubs/transleadcvr.html>

The National Defense Universities extensive and high-quality bibliography on “Transformational Leadership, updated as of October 2002, is valuable because it includes many more journal articles than books.

<http://communication.wcupa.edu/faculty/dean/lcbiblio.htm>

A good quality medium-sized bibliography featuring major leadership works up through the mid-90’s. Originally prepared for a class on “Communication and Leadership” by Kevin Dean at Westchester University.

**AGTS Doctor of Ministry Program
Reading Report
Core Course 1
Cohort 12**

Name (Please print): _____

Please verify the portions of the assigned “Pre-session Reading Lists” you have read for this course. A minimum of 1500 pages is required. (Where substitutions have been made, note accordingly.) *This form is to be turned in on the last day of the course.*

Self-Leadership books:

Pages Read

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Other-Leadership books:

Pages Read

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Total Pages Read

=====

Signature

Points Awarded: _____