

ASSEMBLIES OF GOD THEOLOGICAL SEMINARY
Doctor of Ministry Core Course 1
October 17-21, 2005
Cohort 15

PTH 901 RENEWING THE SPIRITUAL LEADER

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COURSE SYLLABUS

COURSE DESCRIPTION

The primary goal of the course is to create a transforming peer learning environment in which self-leadership becomes foundational to a biblical vision of leading others that is fully integrated with Pentecostal spirituality. 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

This course equips the participant to:

1. *Describe* both the history and current understanding of major leadership theories and models
2. *Articulate* a statement of personal values and vision
3. *Assess* leadership attributes in both self and others
4. *Plan* a consistent program of leadership self-development based on course materials
5. *Integrate* Pentecostal spirituality into the practice of the leadership arts
6. *Monitor* the interior life for signs of growth and health and intervene to correct deficiencies
7. *Prepare* for an optimal D.Min. experience by receiving basic orientation to the program

COURSE OUTLINE

I. The Credible Leader: Earning Other-Leadership

- A) *Defining question:* am I a leader worth following?

- B) Leadership Theories and History
- C) Leadership Models and Metaphors
- D) Leadership Skills and Styles
- E) Leading Laterally and Upward

II. The Led Leader: Practicing Self-Leadership

- A) *Defining question*: how would personal transformation change my organization?
- 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*: do we *make* it happen or *let* it happen?
- 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* list, 750 pages from the *Self-Leadership* list, and 250 pages from the *Leadership Spirituality* list. Substitute books can be found in the course 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

- a. *Attendance*: at all class sessions
- b. *Active contribution*: to the peer learning environment, including discussion, integration of pre-reading, and relationship-building.

3. Post-Session Projects (80 total points)

- a. *Personal retreat*: Prior to beginning the Post-Session Writing Project, each participant is required to take an individual spiritual retreat of at least one day in length. The purpose of the retreat is prayer, Scripture study and meditation, journaling, and reflection on the participant's life and ministry. This is to be a time of disconnection from the outside world offering God an opportunity to speak to us about our leadership. Reflections developed during the personal retreat should be integrated into the Writing Project.
- b. *Accountability Partner*: 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.
- c. *Writing Project* (80 points):

The post-session writing project is an exercise in making self-leadership foundational to other-leadership by integrating Pentecostal spirituality and the leadership arts. The project should be approximately 30 pages in length, 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.

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? [In this section, I am *not* looking for a repetition of our class discussion, or a defense of Pentecostal doctrines and distinctives, but for a thoughtful and practical treatment of how Pentecostalism influences the art of leading.]
- 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)
 - d) Present leadership style(s)
 - e) Present level of development of major leadership skills
 - f) Present influence and effectiveness with relevant groups
 - g) Report on your learnings from the Personal Retreat
 [In this section be sure to interpret your findings, that is, don't just report scores from various evaluations, tell me what they mean and whether you agree with them.]
- 3) *Self-development plan*: prepare a three-month self-development plan that includes:
 - a) Identification of major leadership strengths to be enhanced
 - b) Identification of areas of needed improvement as a leader
 - c) Create and explain a Personal Vision Statement
 - d) Create and explain a Personal Values Statement

- e) A plan for enhancing strengths and improving on weaknesses
 - 1. Identify the resources to be used
 - 2. Explain how you will measure and evaluate your progress
 - 3. Report on the nature and effectiveness of your accountability relationships. (See Post-Session Accountability Partner above. This is a requirement to pass the course.)

Post-Session Writing Project Evaluation:

- 1. *Cogency*: are the major assertions clear, specific, and adequately supported by evidence and/or reasoning? (15 points)
- 2. *Creativity*: do the major themes represent engaging, original thinking? (15 points)
- 3. *Depth*: are the ideas in the paper important and substantial, being the product of high-quality reflective thinking? (15 points)
- 4. *Quality*: is the use of language clear, compelling, and professional? (15 points)
- 4. *Organization*: does the paper have a clear structure and a progressive development of ideas? (10 points)
- 5. *Style*: does the paper conform to the *Turabian* manual? (10 points)

TOTAL 80 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. Papers are due at the Writing Coach 30 days following the last day of class (November 21, 2005). The purpose of this requirement is to assess the quality of the participant’s writing and to provide a coaching/editing experience that will catalyze good writing in the remainder of the program. The Coach will charge the participant \$15 per hour, with the average paper costing \$30-45. Late papers will receive an additional charge. Editing costs are *not* included in the program Comprehensive Fee. Contact information for the Writing Coach will be distributed in class.

Core 1 is the *only course* for which coaching/editing is mandatory *unless* the quality of the writing fails to meet minimum standards. In this case, coaching/editing may be required until the writing improves sufficiently. Optional editing services (charged per hour) are available for all other classes. Contact information for editors is available from the D.Min. office.

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 January 21, 2005.

LATE WORK

Each week beyond the due date by which the Post-Session Project is received will reduce its score by one letter grade.

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
Reading Reflection Paper:	10 points
Post-Session Writing Project:	80 points
TOTAL:	<u>100 points</u>

AGTS GRADING SCALE

Publishable = A+
100% - 94% = A
93% - 90% = A-
89% - 87% = B+
86% - 84% = B
83% - 80% = B-
79% - 77% = C+
76% - 74% = C
73% - 70% = C-
69% - 67% = D+
66% - 64% = D
63% - 60% = D-

PRE-SESSION READING OPTIONS

Other-Leadership (read 750 pages)

- 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)
- Blanchard, Ken, Michael J. O'Connor, and Jim Ballard. *Managing by Values*. San Francisco: Berrett-Koehler, 1997. (154 pages)
- Charan, Ram, Stephen Drotter and James Noel. *The Leadership Pipeline: How to Build the Leadership Powered Company*. San Francisco: Jossey-Bass, 2000. (224 pages)
- DePree, Max. *Leading without Power: Finding Hope in Serving Community*. San Francisco: Jossey-Bass, 1997. (128 pages)
- _____. *Leadership Is an Art*. DTP, 1990. (148 pages)
- Malphurs, Aubrey. *Values-Driven Leadership: Discovering and Developing Your Core Values for Ministry*. Grand Rapids, MI: Baker Books, 1996.
- Miller, Calvin. *The Empowered Leader: 10 Keys to Servant Leadership*. Nashville: Broadman & Holman, 1997. (240 pages)
- Stanley, Andy. *The Next Generation Leader: Five Essentials for Those Who Will Shape the Future*. Multnomah, 2003. (160 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)
- Useem, Michael. *Leading Up: How to Lead Your Boss So You Both Win*. New York: Crown/Business Random House, 2001. (320 pages)

Self-Leadership (read 750 pages)

- Barna, George. *Turning Vision into Action*. Ventura, CA: Regal, 1996. (174 pages)
- Buckingham, Marcus and Donald O. Clifton. *Now, Discover Your Strengths*. Free Press, 2001. (260 pages)

- Clinton, J. Robert. *The Making of a Leader: Recognizing the Lessons and Stages of Leadership Development*. Colorado Springs: NavPress, 1988. (272 pages)
- Farber-Robertson, Anita with Meredith Brook Handspicker and David Whitman. *Learning while Leading: Increasing Your Effectiveness in Ministry*. Alban Institute, 2000. (158 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)
- McIntosh, Gary and Samuel D. Rima, Sr. *Overcoming the Dark Side of Leadership*. Grand Rapids: Baker, 1997. (231 pages)
- Lencioni, Patrick. *The Five Temptations of a CEO: A Leadership Fable*. San Francisco: Jossey-Bass, 1998. (134 pages)
- Linsky, Martin and Ronald A. Heifetz. *Leadership on the Line: Staying Alive Through the Dangers of Leading*. Harvard Business School Press, 2002. (224 pages)
- 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)

Leadership Spirituality (250 pages)

- McNeal, Reggie. *A Work of Heart: Understanding How God Shapes Spiritual Leaders*. San Francisco: Jossey-Bass, 2000. (205 pages)
- Nouwen, Henri. *In the Name of Jesus: Reflections on Christian Leadership*. New York: Crossroad, 1989. (81 pages)
- Stott, John. *Basic Christian Leadership: Biblical Models of Church, Gospel and Ministry*. Downers Grove: InterVarsity Press, 2002. (120 pages)
- Sweet, Leonard. *Summoned to Lead*. Grand Rapids: Zondervan, 2004. (144 pages)
- Cotton, Roger. "Numbers 11 and Doing a Pentecostal Biblical Theology of Church Leadership." [available online]
http://www.agts.edu/faculty/faculty_publications/articles/cotton_numbers_11.html

**AGTS Doctor of Ministry Program
Core Course 1 Reading Report
Cohort 15**

Name (Please print): _____

Please verify the portions of the assigned “Pre-session Reading Lists” you have read for this course. A minimum of 1750 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: 750 pages

Pages Read

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Other-Leadership books: 750 pages

Pages Read

_____	_____
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_____	_____
_____	_____
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Leadership Spirituality: 250 pages

_____	_____
_____	_____
_____	_____

Total Pages Read

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Signature _____

Points Awarded: _____