

IS 230 Developing Leaders
Fall Term 2017
Lancaster Theological Seminary
Tuesday/Thursday – 1:00 – 3:10 pm
Lark Hall 204
Dr. Melvin Baber, Instructor
Dr. Michael Wilson, Instructor

Description

This course helps students to develop deeper skills for leading congregations and other faith-based institutions in a time of rapid, dis-continuous change. We will work together to create a learning community where we each develop self-awareness of one's gifts, personality, and interpersonal style; learn to articulate our own theological framework for leadership, and develop skills for engaging in the reflective practice of leadership. Different models of leadership will be explored and critiqued in conversation with a variety of cultural and theological perspectives.

Goals (from the LTS M.Div. Goals)

1. To enhance practices of ministry through focused skill development, empowering capable leadership in parish and related contexts.
2. To cultivate a willingness to lead, sustained via ongoing vocational discernment, self-awareness, and accountability with partners in ministry.

Outcomes (designed to contribute to the above goals)

1. Students are able to articulate their deepening self-understanding as a person and a leader. (From LTS. M.Div. Outcomes)
2. Students can identify and articulate their own background as it pertains to their personal leadership, major themes of our present culture(s) in relationship to leadership, and central issues in the study of leadership.
3. Students can analyze their present and future contexts in terms of the dynamics of leadership.
4. Student can design leadership strategies that are helpful to the situations in which they are located.

Required Reading

Bordas, Juana. *Salsa, Soul, and Spirit: Leadership for a Multicultural Age*. San Francisco: Berrett-Koehler, 2007. 248 pages

Bradberry, Travis, and Jean Greaves. *Emotional Intelligence 2.0*. San Diego: TalentSmart, 2009, 255 pages

Garrido, Ann. *Redeeming Administration: 12 Spiritual Habits for Catholic Leaders in Parishes, Schools, Religious Communities, and Other Institutions*. Notre Dame: Ava Maria Press, 2013. 202 pages

Jones, Kirk Byron. *Rest in the Storm: Self-Care Strategies for Clergy and Other Care-givers*. Valley Forge, PA: Judson Press, 2001.

Roxburgh, Alan. *Missional Map-Making: Skills for Leading in Times of Transition*. San Francisco: Jossey-Bass, 2010. 224 pages

Running Meetings: 20 Minute Manager Series. Boston: Harvard Business School Press, 2014. 116 pages

Twist, Lynne. *The Soul of Money: Reclaiming the Wealth of our Inner Resources*. New York: W.W. Norton and Company, Inc., 2003. (chapters 1,3,4 provided as a handout)

Recommended Reading

Heifetz, Ronald A., Marty Linsky. *Leadership on the Line: Staying Alive Through the Dangers of Leading*. Boston: Harvard Business School Publishing, 2002. 252 pages

Law, Eric. *The Wolf Shall Lie Down With the Lamb: A Spirituality for Leadership in a Multicultural Community*. Atlanta: Chalice Press, 1993.

Patterson, Kerry and Joseph Grenny, Ron McMillan, Al Switzler. *Crucial Conversations: Tools for Talking When Stakes Are High*. New York: McGraw Hill, 2nd edition, 2011. 288 pages

Whitney, Diane and Amanda Trosten-Bloom. *The Power of Appreciative: A Practical Guide to Positive Change*. San Francisco: Berrett-Koehler Publishers, 2nd edition, 2003

Optional

Bolsinger, Tod. *Canoeing the Mountains: Christian Leadership in Uncharted Territory*. Downers Grove, IL: IVP Books, 2015. 147 pages

Branson, Mark Lau and Juan Martinez. *Churches, Cultures and Leadership: A Practical Theology of Congregations and Ethnicities*. Downers Grove, IL: IVP Academic, 2011. 275 pages

Brown, Juanita and David Isaacs. *The World Café: Shaping our Futures Through Conversations that Matter*. San Francisco: Berrett-Koehler Publishers, 2005

Guder, Darrell L., Lois Barrett, Inagrace T. Dietterich, George R. Hunsberger, Alan J. Roxburgh, and Craig Van Gelder. *Missional Church: A Vision for the Sending of the Church in North America*. Grand Rapids, Michigan: William B. Eerdmans Publishing Company, 1998. 288 pages

Wheatley, Margaret. *Leadership and the New Science*. San Francisco: Berrett-Koehler Publishers; 3rd edition, 2006. 218 pages

Grading

Class Participation – Attendance and class interaction will shape us as a learning community. Each of us can be better leaders at the conclusion of our time together and that much of this will happen in our interactions with one another. Criteria will be engagement with reading and theory presented in class, ability to listen to other members of the class, and demonstration of leadership during group interactions. Feedback will be given during the course and at the conclusion of the course. 20%

Observe Meeting – using a worksheet provided, observe a meeting and note the dynamics and what is going on in terms of leadership. Learn to identify that stories that might lie behind interactions. Write a synopsis for review and as a case study for reflection and peer learning. 10%

Paper on Personal Story – Three-five pages of reflection on background, personality, story and how you understand it to impact the practice of leadership for you. The goal is to demonstrate growing self-awareness in order to develop as a person who is exercising leadership with authority and humility. 20%

Paper on Theology of Leadership and Change – Five-seven pages outlining what you believe are the key theological themes that are important for your leadership. Interacting with the literature, discuss what this means for your understanding of change and what it means to lead change in an organization/church. 20%

Group Presentation – Participate in a group process and design a 10-15 minute presentation on a leadership concept – can use material from our Dwelling with the Word. 20%

Reading Log – Fill out the Reading Log. For each week, note the number of pages read and provide a one paragraph of the major themes OR what you found most insightful for your own growth as a leader. 10%

Note: Papers are to be written in accordance with Kate L. Turabian, *A Manual for Writers of Research Papers, Theses, and Dissertation*, 8th ed. (Chicago: University of Chicago Press, 2013).

Reading

Our goal is for you to read approximately 60 pages per week. There are sometimes more pages than this assigned for the week. In that case, what you do is pick! Pick 60 pages each week and read them well. We'll cover the material in class and you will be able to ask questions and interface both with the material that you read and the other materials. Part of the advantage of this approach is that it allows you to read material that sparks your interest and it also allows us to all bring different perspectives as we gather. You may also read more material from any

given week and count that towards the 60 pages of another week. With instructor permission, you may also substitute reading from the “Recommended Reading” or “For Further Study” lists. (This is most likely helpful if you have already read one of the assigned texts or if you are very interested in a certain topic). The goals – 60 pages of reading each week AND reading that is helpful to you as you grow as a leader.

Office Hours

Office hours are by appointment. We will be regularly available for meeting before or after class.

Dr. Melvin Baber – cell phone – 717-329-1766, email – mbaber@lancasterseminary.edu

Dr. Michael Wilson -- cell phone – 717-572-1730; email – mwilson@lancasterseminary.edu

Attendance Requirement

Students are expected to attend every class session in its entirety. Attendance is taken at every class session. Absences may be taken into consideration in evaluating the student's total contribution to the work of the course. You are responsible for consulting with the professor about the best means for making up work missed due to absence. Normally, missing more than 20% of class sessions will result in failure of the course. This applies to all absences, whether “excused” or not.

Academic Integrity

From the Student Handbook: *Lancaster Seminary assumes and expects that students will be honest in examinations and in acknowledging sources used in all assignments. With respect to academic work and other Seminary business, the seminary expects students to represent themselves and their work honestly to their instructors and other seminary representatives.* (Lancaster Theological Seminary Handbook 2017-2018 Student Handbook, Section 9, pg 34.)

Engagement with Diversity

The class intentionally engages students to lead in a diverse world where there is an increasing need for leadership who have the capacities to encounter complexity, listen thoughtfully, and lead from places of authentic self-awareness. In the class, this will occur in a number of ways:

- 1) Readings from a diverse range of authors – including a reflection of racial diversity, gender diversity, theological diversity, denominational diversity. Specifics readings on the changing cultural and demographic landscape of North America and how to lead in this emerging landscape
- 2) Intentional reflection on race, gender, and class diversity and what this means for leadership.

- 3) Class discussion on leading in the midst of cultural diversity and leading towards cultural diversity – including the difference between these two concepts.

Class Schedule and Assignments

Topics:

Week 1

Tuesday, August 8 –

Introduction to Class

Our Present Landscape – our differing contexts for leadership – focus on rapidly changing, postmodern context and how that translates into the particular contexts (including cultural, socio-economic, and gender contexts in which students’ presently lead and will likely lead)

Towards a definition of “leadership” – thoughts on the complexity of defining leadership, including the importance of self-awareness on our own perspective(s)

Thursday, August 10 –

Theological Foundations for Leadership – theological resources for leadership and how they impact our understanding of what leadership is and how we function as leaders

Case Study

Required reading: Roxburgh, pg. 1-57; Bordas, pg. 1-22

Other reading: Wheatley, pg. 1-47, Guder, et al., pg. 1-76; Branson and Martinez, 59-77

Week 2

August 15 –

Do online Emotional Intelligence Appraisal – before class on August 15

Dwelling in Word and Image

Personal Leadership – how our personal stories affect our leadership; learning our personality/growth areas. How experience of church and pastoral leadership – both good and bad – affect our leadership

Emotionally Intelligent Leadership – growing in skills and maturity for leadership in complex situations

August 17 –

Case Study/Discussion of Emotional Intelligence Results

Required Reading: Jones, pg. 1-48; Garrido, pg. 1-80; Bradberry and Greaves, 1-60, sections suggested in your Emotional Intelligence Appraisal

Other Reading: Heifetz and Linsky, 163-206

Week 3

August 22 –

Dwelling in Word and Image

Models of Leadership – intro and basic leadership of identifying outcomes and catalyzing groups towards common goal

August 24 –

Debriefing our stories of experiences of church leadership

Required Reading: Jones, pg. 49 - 92, Running Meetings, 1 - 40

Other Reading: Heifetz and Linsky, pg. 1-48

Week 4

August 29 –

Models of Leadership – Adaptive Leadership – learning the difference between technical and adaptive leadership

August 31 –

Models of Leadership – Appreciative Inquiry – turning our perspective from deficits/problems towards signs of health in the organization

Models of Leadership – Theory U – how to innovate deep change, learning the blind spots of leadership, and micro-experiments as the way forward

Required Reading: Roxburgh, 59-123

Other Reading: Heifetz and Linsky, pg. 51-160, Whitney and Trosten-Bloom, 1-80

Week 5

September 5 –

Dwelling in Word and Image

Models of Leadership – Systems Theory – learning the difference between family systems and a systemic approach to leadership, the value of metaphors and play, the importance of experimentation in rapidly changing contexts

September 7 –

Personal Story paper due

Staying Alive in Leadership – Attending to the questions of the challenges of leadership. What skills are needed in terms of personal self-awareness, self-care, mentors, and life-long growth. Dealing with money in ministry and life.

Required Reading: None

Other Reading: Wheatley, pg. 49-193

Week 6

September 12 –

Draft for Theology of Leadership and Change due (if you want feedback). This is not required but can help you shape your paper and writing for your final, integrative assignment.

Dwelling in Word and Image

Conflict in Leadership – Leading means advocating for change. Change means making decisions. And this will inevitably result in differing ideas. The question inevitably becomes how we deal with conflict (both inside ourselves, our “gut theology of conflict”), how we deal with conflict with others (fight or flight, other options), and how we manage conflict in an organization (defer, focus, ignore, open to creative newness, other options)

September 14 –

Money and Leadership – Our stories about money and how that affects our lives and the way we lead

Money and Congregational Leadership – skills and perspectives on administrative leadership related to church finances

Required Reading: Twist, pg. 3-20, 43-94

Other Reading: Heifetz and Linsky, pg. 163-236; Patterson, Grenny, McMillan, and Switzler, 1-72

Week 7

September 19 –

Dwelling in Word and Image

Leadership in Diversity – What are the ways that our cultural, personal, socio-economic, gender backgrounds affect as we lead? How does this affect groups/organizations/churches? And how does the gospel come to bear on these questions?

September 21 –

Leadership in Diversity – applying leadership models to a diverse world

Required Reading: Bordas, pg. 22-205

Other Reading: Law, pg. 1-36; Branson and Martinez, pg. 97-185

Week 8

September 26 –

Observing Meeting Project due

Dwelling and Word and Image

Leading Groups/Meetings – Practical skills in terms of communication, process, and preparation for meetings. Attending to the ways that people work and how we interact with people from various backgrounds

September 28 –

Group Work on Observing Meeting project

Required Reading: Garrido, pg. 81-204; Running Meetings, pg. 41 – 116

Other Reading: Patterson, et al., 73-154; Olson, 1-97

Week 9

October 3 –

Dwelling in Word and Image

Group Work on Final Project

October 5 –

Guest Lecture – Rev. Dr. Erin Cox-Holmes; Executive Presbyter, Donegal Presbytery, Lancaster, PA

Required Reading – as assigned by Rev. Dr. Erin Cox-Holmes

Week 10

October 10 –

Theology of Leadership and Change paper due

Dwelling and Word and Image

Wrap up – what are key themes that we have learned? What needs to be explored farther in terms of leadership growth? What is next in terms of leadership in this age?

October 12 –

Group Presentations

Concluding Observations/Seminary as a Leadership Lab

Required Reading: Roxburgh, 127-188

Other Reading – Guder, et al., 77-268; Olson, 111-179; Wheatley, 137-193

For Further Study

Conner, Daryl R. *Leading at the Edge of Chaos: How to Create the Nimble Organization*. New York: John Wiley & Sons, Inc., 1998. 368 pages

DePree, Max. *Leadership is An Art*. New York: Dell Publishing, 1989.

Fisher, Roger, William Ury and Bruce Patton. *Getting to Yes: Negotiating Agreement Without Giving In*, 2nd Edition. New York: Penguin Books, 1991.

Goleman, Daniel, Richard Boyatzis, and Annie McKee. *Primal Leadership: Unleashing the Power of Emotional Intelligence*. Boston: Harvard Business Review Press, 2013.

Halverstadt, Hugh. *Managing Church Conflict*. Louisville, KY: Westminster John Knox Press, 1991.

Heifetz, Ronald A. *Leadership Without Easy Answers*. Cambridge, MA: Belknap Press, 1994. 348 pages

Heifetz, Ronald A., Marty Linsky, and Alexander Grashow. *The Practice of Adaptive Leadership: Tools and Tactics for Changing Your Organization and the World*. Boston: Harvard Business School Publishing, 2009.

Hofstede, Geert, and Gert Jan Hofstede. *Cultures and Organizations*. 2nd ed. New York: McGraw-Hill, 2004.

Keirse, David. *Please Understand Me II: Temperament, Character, Intelligence*. Del Mar, CA: Prometheus Nemesis Book Company, 1998.

Kellerman, Barbara. *The End of Leadership*. New York: HarperCollins Publishers, 2012.

Kreider, Alan. *The Change of Conversion and the Origin of Christendom*. Harrisburg, PA: Trinity Press International, 1999.

Laszlo, Ervin. *The System View of the World: A Holistic Vision for Our Time*. Cresskill, NJ: Hampton Press, 1996.

Lencioni, Patrick. *Death by Meeting*. San Francisco: Jossey-Bass Publishing, 2004.

Marquart, Michael. *Leading with Questions: How Leaders Find the Right Solutions by Knowing What to Ask*. San Francisco: Jossey-Bass Publishing, 2014.

Olsen, Charles. *Transforming Church Boards into Communities of Spiritual Leaders*. Herndon, VA: Alban Institute, 1995.

Pascale, Richard T., Mark Millemann, and Linda Gioja. *Surfing the Edge of Chaos: The Laws of Nature and the New Laws of Business*. New York: Three Rivers Press, 2000.

Rogers, Everett M. *Diffusion of Innovations*. Fourth Edition. New York: The Free Press, 1995.

Roxburgh, Alan J. *The Missionary Congregation, Leadership, and Liminality*. Harrisburg, PA: Trinity Press International, 1997.

Scharmer, C. Otto. *Theory U: Leading from the Future as it Emerges*. San Francisco: Berrett-Koehler Publisher, 2009.

Scharmer, Otto and Katrin Kaufer. *Leading from the Emerging Future: From Ego-System to Eco-System Economies!*. San Francisco: Berrett-Koehler Publisher, 2014..

Schein, Edgar H. *Organizational Culture and Leadership*. Fourth Edition. San Francisco: Jossey-Bass, 2010. 392 pages.

Giddens, Anthony. *Runaway World: How Globalization is Reshaping Our Lives*. New York: Routledge, 1999.

Toulmin, Stephen. *Cosmopolis: The Hidden Agenda of Modernity*. Chicago: The University of Chicago Press, 1990.

Grading Rubrics

Class Participation (20%) - total of 20 points – 1 point each class for engagement with the class (by speaking, asking a question, or corresponding with professor about the material of the week

Observe Meeting (10%) – total of 10 points – 7 points for turning in the completed assignment, 3 points for class participation in discussing the meeting

Personal Story Paper (20%) – total of 20 points – 1-4 points for discussion of your personal story, 1-4 points for attentiveness to leadership issues, 1-4 points for demonstration of self-awareness, 1-4 points for connections to readings, 1-4 points for writing quality

Theology of Leadership and Change Paper (20%) – total of 20 points – 1-4 point for theological clarity, 1-4 points for engagement with leadership concepts, 1-4 points for connections to readings, 1-4 points for relationship to leading change, 1-4 points for writing quality

Group Presentation (20%) – total of 20 points – 1-5 points for engagement with leadership concepts, 1-5 points for creativity, 1-5 points for group dynamics (is everyone involved?), 1-5 points for minutes/evidence of meetings

Reading Log (10%) – Total of 10 points, 1 point awarded for successfully completion of each log (plus 1 point for each week there is not a log)

Revised: July 30, 2017