

# **LD500 Leadership**

## **Fuller Theological Seminary**

Spring 2018  
Scott Cormode

**Purpose:** The purpose of this course is to teach students to lead God's people. The course describes the multiple layers of leading and gives students the opportunity to understand leadership by relating it to the work they are doing in their ministry setting. The ministry context also provides a proving ground that allows students to experiment with the lessons taught in the classroom.

For every concept you encounter in this course, I have three learning goals for you. And this course will measure your ability to learn all three of these. You should be able (1) to say what the concept means, (2) to describe how it fits into a larger argument (which will help you know why the concept is important), and (3) to give an example of how the concept relates to a congregation or other religious organization. Simply knowing the concept is not nearly enough.

**Course Format:** This is an online class with a weekly video class meeting. For more details, see below

### **Communication to Students**

If I need to communicate to the class, I will send an email to the class list as posted in Canvas. Please make sure the right email address is listed for you in Canvas. NOTE: I will NOT be keeping track of the email addresses you use to send me papers. It's your responsibility to make sure that Canvas has the proper email address.

**Final Exam:** Yes, there will be a final exam in this class. I will give you a list with about a 150-200 words or phrases on it. These are ideas we have discussed in class. From that list, I will put ten on the exam. You select eight of them to write up for your exam. For each question, you will write out (a) what does it mean? (b) why is it important? And (c) how does it apply to the church or a religious nonprofit? You will have two hours to do the exam – or, if English is not your first language, then you will have three hours.

**Weekly Quizzes:** Each week you will study about one-tenth of the final exam questions. At the beginning of the online video class gathering, the professor will quiz the group on one of the questions. There will be nine of these quizzes. The student may throw out the lowest grade, leaving eight quiz grades for the quarter.

### **Grading:**

- Eight weekly quizzes (worth 24%) [taken orally during workgroup meetings Weeks 2-10]
- One week as workgroup leader (11%) [graded by peers via Canvas]
- One week as workgroup chaplain (5%) [graded by peers via Canvas]
- One week as contextualizer (5%) [graded by professor during meeting]

One Final Exam (worth 55%) [submitted via Canvas; due at the time your workgroup would be scheduled to meet during Finals Week]

Note 1: Students are required to attend the weekly workgroup meetings via BlueJeans. If you miss more than two sessions, you will not pass the course.

Note 2: Students are responsible for reviewing Fuller's Policy Statements on the Canvas Course Page

**Contact Information:**

Professor: Scott Cormode ([cormode@fuller.edu](mailto:cormode@fuller.edu)): Feel free to email me in order to set up a time to meet via phone, Skype, or BlueJeans.

TA: Jessica Handy ([jessicahandy@fuller.edu](mailto:jessicahandy@fuller.edu))

There are nine workgroups for this course. Students will sign up for one workgroup that will meet via BlueJeans each week of the quarter:

- Group A: Tuesdays from 2-3pm (Pacific time)
- Group B: Tuesdays from 7-8pm (Pacific time)
- Group C: Wednesdays from 9-10am (Pacific time)
- Group D: Wednesdays from 12-1pm (Pacific time)
- Group E: Wednesdays from 4-5pm (Pacific time)
- Group F: Thursdays from 6-7am (Pacific time)
- Group G: Thursdays from 9-10am (Pacific time)
- Group H: Thursdays from 3-4pm (Pacific time)
- Group I: Thursdays from 4-5pm (Pacific time)

**Rubric for Grading Assignments**

Each exam and quiz question will ask students to explain a term from the Leadership course.

Each question will have three parts:

- a. Meaning: What does the term mean?
- b. Importance: How does the term fit into a larger concept from the class?
- c. Example: Give an example of how the term's meaning applies to a religious organization?

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Meaning	Full definition with nuances	Full definition without nuances	Partial definition	Vague definition of the term	No definition --- or a wrong definition
Importance	Detailed understanding of the term fits into a explanation of a concept about leadership	Either detail missing or nuance missing	Both detail and nuance missing	Vague description	No description --- a wrong one.

Example	Story that relates the nuance of the term	Story without nuance or story that only partially relates to the term	Summary of story without telling a story or story that is only tangentially related	Title of a story	No story --- or one that does not relate to the term
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## Course Format

1. **Small Groups:** The class is divided into small groups. The maximum number of students in your small group is nine. You will experience the course as if it were a class of only nine students. So whenever this syllabus says “the class,” think of your group of nine students. The groups will function less like the small groups you may have encountered in your schooling and more like the work groups you will encounter in the working world. So we will call them “*workgroups*.” Since this is a leadership course, participation in and leadership of these workgroups will give you valuable experience that will prepare you for how leadership will look after graduation.

2. **Face-to-Face Contact:** Each week the class (meaning your workgroup) will meet face-to-face with the professor for an hour. We use a video-sharing computer program called BlueJeans that is like skype or zoom. It allows all nine of your classmates to log into the same video session at once. The professor will also log in to BlueJeans so that everyone can see each other. During that one-hour session, the professor will do some evaluation, answer questions, and work through an integrative case study.

3. Each week students will view lectures on video and do reading, all focused on a weekly topic. There will also be a weekly case study.

4. Each week students will receive a list of topics to learn (usually about 18-20). They will be covered in the lectures and the reading. For each topic, the student should know three things: (a) what the idea means, (b) why the idea is important (the best way to answer this is to explain how the topic fits into a larger argument), and (c) an example of how the idea plays out in a congregation or a religious nonprofit.

5. Students will be tested on the material in two ways – one way is individual and the other communal.

a. **Final exam:** At the end of the quarter, the students will have a cumulative list of the topics. The final exam will consist of ten of those topics (i.e. ten questions selected from the cumulative list of hundreds). Each student will have to answer three things for each question: (a) what the idea means, (b) why the idea is important (the best way to answer this is to explain how the topic fits into a larger argument), and (c) an example of how the idea plays out in a congregation or a religious nonprofit. Each student will fill out her/his exam on their own. They will not be allowed to consult books, notes, online resources, or their classmates.

b. **Weekly quiz:** Each week, at the beginning of the online video meeting with the professor, the group will be graded on its knowledge of the week’s topics. The professor will select a student at random and pick one of the week’s topics. That student will answer by explaining: (a) what the idea means, (b) why the idea is important (the best way to answer this is

to explain how the topic fits into a larger argument), and (c) an example of how the idea plays out in a congregation or a religious nonprofit. The professor will assign that answer a grade. And each student in that group will get given that one grade as their weekly quiz grade.

6. That means that the entire small group of nine students will be responsible for the learning of everyone else in the group. This is not how education usually works. But it is how leadership works in the world. When you graduate, you will regularly be judged based on what your team accomplished and not just on what you personally contributed to the team. Learning to work productively in such an environment is crucial to future success.

7. Each week one student will be designated as the workgroup's leader. That leader will be responsible for ensuring that the group learns the week's material. Because this is a leadership course, this process of leadership of and participation in a group is a significant part of the learning process. The syllabus will (see below) explain how the leaders should do the work of enabling the group to learn. And at the end of the week, the group will grade the leader on her/his leadership (you will receive a rubric for grading below).

8. Each week one student will be designated as the workgroup's chaplain.

9. Each week one student will prepare a contextualized response to the case study based on that student's local cultural context.

BlueJeans meeting room links will be provided via your Canvas course page

#### Readings:

- Bolman, L. and Deal, T., *Reframing Organizations*. Jossey-Bass, 2013. ISBN: 978-1118573334, Pub. Price \$75.00 [200 pp.].
- Branson, M.L. and Martinez, J. *Churches, Cultures & Leadership*. IVP, 2011. ISBN: 978-0830839261, Pub. Price \$27.00 [100 pp.].
- Heifetz, R. and Linsky, M. *Leadership on the Line*. HBSP, 2002. ISBN: 978-1578514373, Pub. Price \$35.00 [120 pp.].
- Scott, Kim. *Radical Candor*. St. Martin's Press, 2017. ISBN: 978-1250103505, Pub. Price \$26.99 [245 pp.]

#### Selected Articles:

- Argyris, C., "Teaching Smart People How to Learn" *Harvard Business Review*, 1991 [16 pp.].
- Collins, J. and Porras, J., "Building Your Company's Vision," *HBR*, 1996 [16 pp.].
- Cormode, S., "Multi-Layered Leadership," *Journal of Religious Leadership*, 2002 [35 pp.].
- Dykstra, C., "Evaluation as Collaborative Inquiry" *Initiatives in Religion*, 1993 [6 pp.].
- Ely, R. and Meyerson, D., "Theories of Gender in Organizations," Working Paper #8, Center for Gender in Organizations, Simmons College, 2000. ([www.simmons.edu/som/docs/cgo\\_wp8\\_DNC.pdf](http://www.simmons.edu/som/docs/cgo_wp8_DNC.pdf)) [46 pp.].
- Heifetz, R., "The Work of Leadership" *HBR*, 2001 [16 pp.].
- \_\_\_\_\_ *Leadership without Easy Answers*. HBSP, 1994. pp. 69-129 [70 pp.].
- Peterson, E., "Throw me into the sea!" in *Under the Unpredictable Plant*. Eerdmans, 1992 [4 pp.].
- Senge, P., "The Leader's New Work," *Sloan Management Review*, 1990 [17 pp.].
- Wuthnow, R., "The Crisis in the Churches," in *Financing American Religion*, 1999 [10 pp.].