

EML 5330 PERSONAL & ORGANIZATIONAL LEADERSHIP DEVELOPMENT SYLLABUS

I. COURSE DESCRIPTION

A study of the dynamics of leadership development in both the leader's own life and in the ministry organization. This course will provide strategies and practices for the continued development of the ministry leader and for the growth of new leaders for the church or ministry organization. 3 hours.

II. COURSE OBJECTIVES

- A. Articulate a practical process for leadership development applicable in different organizational settings.
- B. Develop understanding of the unique leadership issues in church, parachurch, educational and mission situations.
- C. Appraise the leadership needs of an organization.
- D. Design a leadership development plan for an organization based on the student's current or future ministry focus.

III. COURSE TEXTBOOKS

A. Required Books

- Kouzes, James and Barry Posner. *The Leadership Challenge*, 6th ed. San Francisco: Wiley, 2016.
- Malphurs, Aubrey and Will Mancini. *Building Leaders: Blueprint for Developing Leadership at Every Level of Your Church*. Grand Rapids: Baker, 2004.
- McNeal, Reggie. *A Work of Heart: Understanding How God Shapes Spiritual Leaders*. 2nd ed. San Francisco: Jossey-Bass, 2011.
- A leadership biography of the student's choosing. This leadership biography can be of a religious leader, a political leader, or a business leader (see assignment for additional information).

B. Required Self-Assessment

- Each student is required to purchase the *Student- Leadership Practices Inventory (LPI) 360 Assessment*. The cost of this assessment is \$25.00 (paid online with a credit card). To order the assessment, please see information provided in Canvas.

C Suggested Books

- Allender, Dan. *Leading with a Limp*. Colorado Springs: WaterBrook, 2006.
- Bennis, Warren. *On Becoming a Leader*. Cambridge: Perseus, 1994.
- Charan, Ram, Stephen Drotter, and James Noel. *The Leadership Pipeline*. 2nd ed. San Francisco: Jossey-Bass, 2011.
- Conger, Jay and Beth Benjamin. *Building Leaders*. San Francisco: Jossey-Bass, 1999.

- Hughes, Richard, Katherine Beatty, and David Dinwoodie. *Becoming a Strategic Leader*. 2nd ed. San Francisco: Jossey-Bass, 2014.
- Kouzes, James and Barry Posner. *Learning Leadership*. San Francisco: Wiley, 2017.
- McCall, Morgan. *High Flyers*. Boston: Harvard Business School, 1998.
- McCall, Morgan, Michael Lombardo, and Ann Morrison. *The Lessons of Experience*. New York: Free Press, 1988.
- McCauley, Cynthia D., Ellen Van Velsor, and Marian Ruderman, eds. *The Center for Creative Leadership Handbook of Leadership Development*. 3rd ed. San Francisco: Jossey-Bass, 2010.
- McNeal, Reggie. *Practicing Greatness*. San Francisco: Jossey-Bass, 2006.
- Seidel, Andrew. *Charting a Bold Course*. Chicago: Moody, 2003.

IV. COURSE REQUIREMENTS

A. Reading Assignments (see course schedule in Canvas for due date)

The student will read all the books by the assigned due date.

B. Written Assignments (see course schedule in Canvas for due date)

1. One Page Leadership Philosophy Memorandum

Imagine you have the chance to take a six-month sabbatical, all expenses paid. You cannot take any work along on this sabbatical. You will not be permitted to communicate with anyone at your office or organization during your absence – not by letter, mobile phone, text message, e-mail, or other means. Before you depart, however, you want to remind the people you work with of your leadership philosophy during your absence. For instance, you want to make sure they know the principles you believe should guide their decisions and actions in your absence – values about how they should treat one another, how they should work together, how they should deal with conflict, and so on. Draft this as a one-page memorandum (12 pt font, single space). Creativity is encouraged.

In this memorandum, you must address the following topics: 1) importance of vision, 2) importance of servanthood, 3) importance of character, and 4) importance of relationships between leaders and followers. Cite at least one Scripture reference for each of the four core topics. You may add other relevant leadership topics to this memorandum, but you must discuss these four (vision, servanthood, character, relationships).

2. A *Work of Heart* Reflective Exercises

For McNeal's *A Work of Heart*, the student will read entire book, work through the questions below, and turn in a write up on each of the questions by the assigned due date (see course schedule).

- a. How has your culture shaped your view of God's agenda in the world? What forces (positive and negative) have contributed the most to your worldview? (one robust paragraph)
- b. How would you describe your life mission? What vision do you have for the current and the next chapter of your life's ministry? (one robust paragraph)

- c. What family of origin issues contribute positively and negatively to your leadership? (one robust paragraph)
- d. What obstacle to developing community in your own life must be addressed? What are you doing about it? (one robust paragraph)
- e. What do you and God talk about? What are you learning about God because of your own time with Him? (one robust paragraph)
- f. What has shaped your view of conflict? How do you respond to those who challenge your leadership? What have you learned about yourself through conflict? (one robust paragraph)
- g. What joys keep you going? (one robust paragraph)

4. *Building Leaders* Reflective Exercises

For Malphurs and Mancini's *Building Leaders*, the student will read entire book, work through the questions below, and turn in a write up on each of the questions by the assigned due date (see course schedule).

- a. Based on the list in Chapter 2 of six common delays (*existing leaders' inability, existing leaders' need for ministry control, no distinction between leadership and discipleship, inadequate church/organization mobilization, task-oriented church/organization culture, no vision for ministry*), what are the top delays in leadership development your church or organization is currently facing? Describe what factors contribute to these delays? (one robust paragraph)
- b. In reviewing the definition of empowerment in Chapter 3 (empowerment is the intentional transfer of authority to an emerging leader within specified , think through the times you have felt most empowered by someone. Who empowered you and describe in detail why did you felt empowered by this person? (one robust paragraph)
- c. What tendencies do you have when it comes to the negative alternatives to empowerment listed in Chapter 3 – *abdication (giving away both authority and responsibility), directing (keeping both authority and responsibility), or disabling (keeping authority and giving away responsibility)*? Explain in detail with a specific example. (one robust paragraph)
- d. Review the seven missional catalyst statements in Chapter 5 (clear focus, model for intentional evangelism, ministry outside the church/organization, large welcome, engaging the assimilation process, model for personal evangelism, and time for missional pursuits). Which one represents your current church or organization strength? Describe a specific example of how you see this strength. Which one represents what your church or organization needs to develop most? Why? (one robust paragraph)
- e. Describe which of the four leadership competencies in Chapter 9 (being, knowing, doing, feeling) is most developed among your current leaders? Describe which is least developed among your current leaders? Why is this one least developed? (one robust paragraph)
- f. Chapter 11 discusses evaluation. Have you ever served in a ministry that conducted formal evaluations of its people? If so, was this a good or bad experience? If they were not conducted, why do you think formal evaluations were not used? (one robust paragraph)

- g. Chapter 11 also discusses rewards. Have you served in a church/organization/office that rewarded its people for their service? Was this a good or bad experience? Why? What ways do you think are appropriate to reward people in your ministry? (one robust paragraph)
- h. Based on the discussion in Chapter 12, how does your church or organization need to make the leadership community more accessible to emerging leaders? How can you do this? (one robust paragraph)
- i. In the discussion of culture (*values, thoughts, actions, attitudes*) in Chapter 13, how well developed is the current leadership culture in your church or organization? (one robust paragraph)
- j. Chapter 13 also discusses the basic tools (brushes) of a cultural artist (*story, symbol, shared experience, space, scripture*). Which tool (brush) do you tend to use well? Describe your use of this tool. Which tools do you not use very often? (one robust paragraph)

5. Leadership Biography

The student will read a leadership biography of his/her choosing, write a four to six page max (12 pt font, double spaced) reflection paper on three to five leadership development principles gleaned from the life of the book's subject, and present these in a synchronous discussion (live, real-time) with fellow classmates. The focus of this assignment is on leadership development principles, not a mere timeline of the leader's life. A principle is something that can be followed; it is actionable. For example, "Winston Churchill maintained a fascination with new technology, using it to catch up and eventually outpace Hitler's armies in WWII. Principle: Leaders practice curiosity by keeping a broad and long view, always asking, 'What advantage might this [x] give us in the near future?'"

The biography can be about a religious leader, a political leader, or a business leader. The student will need to inform his/her professor of the bibliography selected (to avoid overlap of reading by other classmates). N.B. See online for Instructions and Due dates for the paper and synchronous discussion.

C. Leadership Practices Inventory: Student LPI 360 (see course schedule in Canvas for due date)

The student will complete the *Student-* Leadership Practices Inventory (LPI) online Self-Assessment, work through the questions below, and turn in a write up on each of the questions.

- a. On the Leadership Behaviors Ranking page of your Leadership Practices Inventory Self Report (on page 5 of your Leadership Practices Inventory Self Report), what were the top five "most frequent" behaviors? List them then discuss any observable pattern to these top five behaviors. (one robust paragraph)
- b. On the Leadership Behaviors Ranking page of your Leadership Practices Inventory Self Report (on page 5 of your Leadership Practices Inventory Self Report), what were the top five "least frequent" behaviors? List them then discuss any observable pattern to these bottom five behaviors. (one robust paragraph)
- c. On the Percentile Ranking page of your Leadership Practices Inventory Self Report (on page 16 of your Leadership Practices Inventory Self Report), what do the percentile rankings tell you about your strengths and areas of improvement compared with other leaders? (one robust paragraph)

- d. In the Five Practices Data Summary and Bar Graphs (typically on pages 2-3), where does your self-assessment align most closely with the assessments of your Observers? To what extent does this sync up with previous assessments or personal feedback you have received in the past?
- e. In the Five Practices Data Summary and Bar Graphs (typically on pages 2-3), where does your self-assessment differ most significantly from the assessments of your Observers? Specific to that Practice, according to the Data Summary and Bar Graph for that Practice (e.g., Model the Way, typically pages 6-7), where do you notice the biggest gap, *specifically* (e.g., "I follow through on the promises and commitments he or she makes")? Why do you think that is? (one robust paragraph)
- f. Before you can develop the best plan for improving as a leader; you not only need to understand the data, but you need to know what is inhibiting you from fully engaging in your growth as a leader. It is essential to be honest with yourself about what is getting in your way of growing as a leader. Select from the list below what you consider is the greatest barrier to your personal leadership development and discuss ways you might overcome this barrier. (one robust paragraph)
- Lack of skill
 - Lack of training and development opportunities
 - Absence of a supportive manager or climate
 - Limited access to good role models
 - Few opportunities to take on challenging assignments
 - Fear of losing control of your team
 - Fear of being seen as weak
 - Fear that if you rock the boat it will be seen as a threat to the hierarchy
 - Other barrier not listed
- g. One of the fundamental ways you grow as a leader is to learn from experience. There is no substitute for learning by doing. Whether it is facilitating your team's meetings or leading a special project, the more chances you have to serve in leadership roles, the more likely it is that you will develop the skills to lead and the more likely that you will learn the important leadership lessons that come only from the failures and successes of live action. What specific experiences do you need to have to grow as a leader in one of the following five areas you have identified as the greatest need for growth in your life: 1) model the way; 2) inspire a shared vision; 3) challenge the process; 4) enable others to act; or 5) encourage the heart. In this description, provide specific action steps with timelines. You may review the (one robust paragraph)
- h. Another fundamental way you grow as a leader is to learn by example. Other people are excellent sources of guidance. Think about the people who have given you advice and support, filled you with curiosity, let you watch them while they worked, believed you had promise and inspired you to give your best, offered feedback about your behavior and its impact, and taught you the ropes. Using the same growth area you identified in the previous question (model the way; inspire a shared vision; challenge the process; enable others to act; or encourage the heart), who can serve as a positive role model to assist you in achieving growth as a leader? Why did you choose this person and how do you envision he/she can help you grow as a leader in this particular area? (one robust paragraph)
- i. A final way you grow as a leader is in formal educational settings. Training and other classroom opportunities can improve your chances of success. Studies show the best leaders are the best learners. Using the same growth area you identified in the previous two questions (model the way; inspire a shared vision; challenge the process; enable others to act; or encourage the heart), what formal training (besides the training you are receiving at Dallas Theological Seminary) do you need in order to grow as a leader? How do you specifically see

this formal training helping you grow as a leader in this particular area? (one robust paragraph)

D. Interviews and Summary Papers of Interviews (see course schedule in Canvas for due date)

Outside of class, each student will interview three individual ministry leaders using on the questions below: 1) a senior pastor of a smaller church (either a “solo” pastor situation or only a few staff members), 2) an “overseeing level” pastor/minister/director of a larger church (who supervises other staff members), and 3) a business leader who oversees other paid employees. *Be specific in your responses and ask clarifying questions during the interview if the ministry leader is not being specific.* The student will write a four-page max (12 pt font, double spaced) summary of EACH interview (three separate papers total) and present the findings in a synchronous discussion (live, real-time) with fellow classmates. N.B. See online for Instructions and Due dates for the paper and synchronous discussion.

1. What were the greatest influences in your own personal leadership development?
2. How do you continue to develop personally as a leader in the midst of the busyness of life?
3. What does leadership development look like for the staff at your church (or employees at your business)?
4. FOR THE CHURCH LEADERS ONLY: What does leadership development look like for your volunteer lay leaders (area directors, coaches, small group leaders, teachers, volunteers, etc.)?
5. How do you identify potential leaders in your church (or employees at your business) and how do you develop them?
6. Any recommendations for a seminary student taking a class called “Personal and Organizational Leadership Development”?

V. COURSE POLICIES

A. Letter/Numerical Grade Scale

A+ 99-100	B+ 91-93	C+ 83-85	D+ 75-77	F 0-69
A 96-98	B 88-90	C 80-82	D 72-74	
A- 94-95	B- 86-87	C 78-79	D- 70-71	

B. Weighing of Course Requirements for Grading

Interviews	15% of final grade	* includes <i>synchronous online</i>
Leadership Memorandum	15% of final grade	
Leadership Practices Inventory	15% of final grade	* includes reading <i>K&P (6th ed.)</i>
A Work of Heart Reflective Exercise	15% of final grade	* includes <i>Ezek 34 devotional</i>
Building Leaders Reflective Exercise	15% of final grade	
Biography Gleanings	15% of final grade	* includes <i>synchronous online</i>
Discussion Participation	5% of final grade	
Course Reflections	5% of final grade	

C. Late Assignments

Late assignments are only accepted with prior notice from the student. Late assignments will be reduced proportionately for each class session that the assignment is late.

D. Absences

Attendance at each class session is expected. As stated in the Student Handbook, no more than two weeks, or four absences (four 50 minute sessions) may be missed without grade penalty. For each unexcused class session beyond four, the final course grade will be lowered. One additional unexcused absence will result in a reduction of one-half a letter grade (i.e., A to A-), two absences will lower the grade an additional step (A to B+), etc. Each student is expected to keep his own attendance records and report any excess absences at the end of the course.

VI. COURSE SUPPLEMENTAL INFORMATION

A. Students with Disabilities or Medical Incidents

Dallas Theological Seminary works to provide reasonable and appropriate accommodations to students with psychological, medical, physical, and learning disabilities. A student desiring or needing accommodations on the basis of such disabilities or of medical incidents such as hospitalization or severe injury is to contact the Director of Services for Students with Disabilities (<https://students.dts.edu/studentlife/disability-services/>). If the student is aware of a condition that may impact his/her studies, the student should contact the Director of Services for Students with Disabilities at the beginning of the semester or at the onset of a crisis.

B. School Closing Alerts by Text Message

Students need to be aware of the Seminary's emergency texting service. The Seminary strongly urge students to go to <http://dts.ssalert.com> and sign up to receive emergency texts related to school closings.

C. Academic Integrity

Plagiarism or cheating usually involves an attempt to appear to have more knowledge or skill than one actually possesses, and as such constitutes academic dishonesty. Dallas Theological Seminary is committed to academic fairness and integrity, will grade all academic work in the fairest way possible to ensure that the work is in fact the student's own personal academic work. Any work submitted that gives clear evidence of plagiarism or cheating, whether committed deliberately or naively, will receive a grade of zero. Each case will be reported to the Dean of Students. Depending on the circumstances, the student may be subject to additional disciplinary action.

COURSE SCHEDULE: See Canvas