



## **ED 503 Leadership & Leadership Development**

**Winter, 2005**

**Instructor: Dr. Richard Emilson**

### **Contacting the Instructor**

**Class Times:** T, Th, 11:15 – 12:30

**Class Location:** 809

**Office Phone::** 571-2550

**Office:**

**Office Hours:** Available by appointment

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### **Course Objectives**

Students will grow in their responsibility, spirituality and identity as leaders. They will develop their personal and organizational skills in vision, character development, self-management, motivation and leadership style. They will increase their ability to manage the following: change, strategy, conflict, time, finances, institutional and contextual culture, power, recruitment, placement, diversity and giftedness, delegation, meetings, and self-managing teams. Students will be able to develop leaders using equipping and multiplication strategies.

**Prerequisite: ED 501**

**Goals - The learner will:**

- Develop and understanding of vision building;
- Develop an understanding of age demographics and implications to leadership and management;
- Develop a greater appreciation for the problems associated with change;
- Develop a greater appreciation of the place for parliamentary procedure;
- Develop a greater appreciation for the diversity within an organization;
- Understand principles of change management;
- Understand the basic nature of leadership;
- Understand the basic character of power in an organization;
- Understand the principles of self-managing teams;
- Understand principles of leadership formation, training and multiplication;
- Understand principles of worker motivation and delegation;
- Develop a distinctively Christian approach to leadership;

- Understand the principles of the voluntary organization, illustrated in the Canadian context; and,
- Improve ability in written communication and research.

### **Formational Goals**

- Improve skills in dealing with conflict;
- Develop self-awareness as it applies to a range of personality factors (including proclivity to stress, preferred conflict strategy, Jungian-type personality style);
- Develop awareness of factors contributing to financial and time stewardship; and,
- Implement principles of personal development in the area of self-management, personal vision-building, and intentional growth in character.

### **Ministerial Formational and Integration Goals**

- Experience in evaluating the experience of a public assembly; and,
- Interaction with leadership professional regarding equipping strategy.

### **Required Text**

These textbooks are required for this class.

- Hasselbein, F., M. Goldsmith, R. Beckhard, & R.F. Schubert, eds. *The Leader of the Future*. San Francisco: Drucker Foundation/Jossey-Bass, 1998.
- Benfari, Robert C. *Understanding and Changing Your Management Style*. San Francisco: Jossey-Bass, 1999.
- Finzel, H. *Empowered Leaders*. Nashville, TN: Word, 1998.
- Mallory, Sue and Brad Smith. *Equipping Church Guidebook*. Leadership Training Network / Zondervan, 2001. Please note that the *Equipping Church* by Mallory is also recommended (but not required).

One of :

- Jones, O.G. *Parliamentary Procedure at a Glance: Group Leadership Manual for Chairmanship and Floor Leadership*. New York: Hawthorn Dutton, 1971.
- Robert, Henry M. *Robert's Rules of Order Newly Revised, 10<sup>th</sup> Edition*. Cambridge, MS: Perseus, 2000.

## Assignment Summary

### Requirements

You will need to complete the following:

Research paper	25%
Parliamentary Procedure Assignment	10%
Leader Equipping Strategy	25%
Response papers @ 5% each section	10%
Presentations from Finzel	10%
Personal Formation @ 5% each section	10%
Participation and Benfari	5%
Best Ideas	5%

### Course Requirements

You may select any of a broad range of subjects for this paper. It may be practical or theoretical. Practical papers are to be just as carefully researched as academic ones. You might choose to address an administrative problem, a leadership issue, a strategy for training, etc. Do not write a paper on training leaders (which is the other paper). Do not write a "theological" paper unless it is deliberately integrative. For example, if you wanted to write on church discipline you could begin with the Scripture, but most of your time should be spent on the practical problems of implementation. In addition, the topic "church discipline" would be far too broad a subject. A "do-able" topic will help you to avoid the clichés that tend to entrap those dealing with broader subjects.

The second step in writing a paper is to gather the necessary sources of information on your subject. You might choose to be with the ATLA database (the standard theological reference source) although your research may take you outside of the theological areas. Public or university libraries may be worth consulting.

Anticipate that many of the materials in your bibliography will not be as helpful as you hoped, so get more than you think you will need. Depending on the type of paper, you should wind up with close to one bibliography source per page (and two per page, if you are working toward an A). Start with more when beginning your research.

The final paper will be about fifteen (and not more than twenty) pages (plus bibliography) in formal style (APA or Turabian). Remember that because it is double spaced this paper is not very long. It must, however, be well researched

and convincing. Are you formal and polite? Well-informed? Convincing? Concise? Imagine, perhaps, a denominational, mission or school board reading your paper. Is this approach worth putting money and resources into? Does it solve a real problem?

When the final paper is due it must be sent to the Extension Education office. Students are responsible to retain a copy of the final draft in case the paper should become lost or misplaced. This applies to any written assignment.

### **Parliamentary Procedure Assignment**

Read one of the texts dealing with parliamentary procedure. Develop, from the text with citations, a list of what you believe to be critical components of good parliamentary procedure. Recall that parliamentary procedure as used in *Robert's Rules of Order* was designed for volunteer organizations (and not governments, which often have adversarial rules) and that Robert's personal concern was church business meetings

Bring your list with you, along with the text, to a public assembly of a voluntary organization (for example, a church business meeting). This should not be in an organization in which you are a member or participant. Consider "soft" factors such as sense of empowerment felt by people at the meeting, criticality, broad participation, attendance (relative to the size of the organization) and open discussion. Write an evaluative response concerning what you learned and how you would ideally like to use such forums (as leader or as participant). Remember to include a copy of your list of criteria.

### **Leader Equipping Strategy**

Identify key aspects to leadership (a philosophy of leadership) and then indicate how you see yourself equipping leaders in a specific work or ministry context. This may be in the form of a syllabus (or series of syllabi), but it is not necessary to provide detailed content of instruction for each learning session. Indicate how specific experiences will provide opportunities to equip leaders in the areas you indicated in your philosophy of leadership. It is expected that this strategy will include both experiential and informational components. Having completed the paper, present it to a professional who works in the areas the paper is intended to apply to (however, not in your home church). Having given them time to evaluate it, interact with them concerning it. Submit to me both the original paper as well as the modified paper, along with a discussion of your interaction and changes (as applicable).

## **Response Papers**

Students shall write a response to *The Leader of the Future*, *The Equipping Church Guidebook* and approved collateral reading of at least 500 pages (such as those from the bibliographies). Readers of *Robert's Rules of Order Newly Revised* do not need to do collateral reading, but may do this assignment as it applies to that text (as well as to the other two required texts mentioned here).

Please *do not* summarize these books. Instead, this is to be more of a personal evaluation. You may critique, indicate how the book made you feel, raise questions the book caused you to ask, integrate principles with Scripture, etc. About one page of response per 100 pages of reading would be adequate, although you could write up to one page of response per 50 pages if you choose to. Do not worry about being comprehensive in your response. As you can see, you do not have the space to be comprehensive. Indicate when you completed the reading of the book.

## **Response to Finzel**

Each student will select a chapter from Finzel to present to the class (10 to 15 minutes). Learners are encouraged to be creative. Handouts are suggested. You are free to go beyond Finzel if you choose, although that is not required. Learners will also affirm that they have read the entire text. Finzel is expected to be read before or during the class.

## **Personal Leadership Formation**

Develop an intentional plan to develop personal humility in the context of an invisible area of service. This must be in an area you have not previously ministered and shall involve multiple experiences over a course of not less than five weeks. It need not be in an area typically considered to be "ministry" but it will be something that will take you out of your comfort zone and into an area you feel incompetent. Prior to the experiences, write a brief paper (about two pages) outlining how you believe this experience will help you develop humility (I'm disinterested in your development of competence in this assignment). This assignment is due on the last day of the module. At the conclusion of the experience, write an evaluation of the experience from the context of your personal formation (about three pages).

## **Participation and Benfari Reading**

All students are expected to come alert and prepared to participate in class discussion. This will include the occasional assigned reading, as well as reading and completing inventories in the Benfari text.

## **Best Ideas**

List, in complete sentences, 15 to 20 key principles you have learned concerning leadership and administration, including class lectures, readings and personal research.

**Note:** The Professor might, during the course, make modifications to this syllabus in consultation with the class during a class session. Students should ensure that they carefully note such changes and should check with fellow students to find out what they may have missed during absences.

## **Extension Education Policies and Procedures**

### **Term Paper Format**

Seminary courses follow one of these two guides: a *Manual for Writers of Term Papers, Theses and Dissertations*, by Kate L. Turabian (6<sup>th</sup> Edition); and / or *The Publication Manual of the American Psychological Association* (Fourth Edition).

### **Extension Requests**

Extensions are no longer granted by either the instructor or the Extension Education Office. Course extensions are only granted for serious issues that arise “due to circumstances beyond the student’s control”. Requests for course extensions must be submitted in writing to the Academic Dean two (2) weeks prior to the due date as written on the syllabus.

### **Submission of Assignments and Exams**

Students should submit their completed assignments and/or exams in hard copy form directly to the Extension Education Office and **not** to the Instructor.

### **Returning assignments to Students**

- Instructors will return graded assignments to the Extension Education office.
- Students who will be on-campus at the time that graded assignments are returned will have those assignments delivered via the on-campus mail system.
- Other students, including those who have registered only for modular courses, and those who do not plan to return the following semester, must submit a self-addressed, stamped envelope (*of sufficient size and postage*), along with their completed assignments, to the Extension Education office.
- Papers that are unclaimed and/or undeliverable will be held for one year from the due date, then destroyed.