



## **ED 503 Leadership & Leadership Formation (3) Winter 2007**

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Class location: \_\_\_\_\_

I am usually available to meet with you when I am in my office. Exceptions include times immediately before and during classes or meetings. If, for some reason, I am not available during office hours please check with the CTS secretary.

### ***Course Description***

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 an understanding of vision building.
- Develop an awareness of age demographics and implications to leadership and management.
- Develop a greater felt appreciation for the problems associated with change.
- Develop a greater appreciation of the place for parliamentary procedure.
- Richly value diversity within an organization.
- Be reasonably familiar with principles of change management.
- Comprehend the basic nature of leadership.
- Familiar and comfortable with the basic character of power in an organization.
- Capable of organizing or contributing to self-managing teams.

- Understand principles of leadership formation, training and multiplication.
- Understand principles of worker motivation & delegation.
- Develop a distinctively Christian approach to leadership.
- Understand the principles of the voluntary organization, illustrated in the Canadian context.
- Improve ability in written communication and in the type of research used in leadership studies.

#### 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.
- 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.
- Interaction with leadership professional regarding leadership equipping strategy.

#### **Textbooks**

These textbooks are required for this class.

Blackaby, Henry & Richard Blackaby. *Spiritual Leadership*. Nashville, TN: Broadman & Holman, 2001.

Benfari, Robert C. *Understanding and Changing Your Management Style*. San Francisco: Jossey-Bass, 1999.

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:

1. Research paper (20%)
2. Parliamentary Procedure assignment (15%)
3. Leader Equipping Strategy (20%)
4. Response papers (10%) @5% each section
5. Presentations from Blackaby (10%)
6. Personal Formation (10%) @5% each, pre and post
7. Participation, extra reading & Benfari (10%)
8. Best ideas (5%)

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### **Further Details on the Requirements:**

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#### **1. Research Paper**

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 begin 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 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? Further information on paper writing is available in the professor’s *help for students* folder on the AUC network.

My grading system is simple.

*C grade:* Your paper is formal, polite, well-informed, convincing, concise and meets the standards of “Rob’s Ten Ways to Fix Writing Problems” (available in my folder on the S drive).

*B grade:* After having earned the C (above), you can earn a B if you write in formal style (Turabian or APA). If your paper is controversial or seeks to argue for a distinctive viewpoint, in order to earn a B you must also spend most of your time reading the perspective you disagree with.

*A grade:* After having earned the C and B (above) your paper evidences excellent usage of a periodical index (typically ATLA) and interaction with the best source materials.

## **2. 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 the public assemblies of volunteer organizations. It was not designed for governments, which often have adversarial rules and formalized party structures. It is also less suited for committees, which can be run less formally. General Robert’s personal concern was the effective running of congregational 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). Make sure that this will be a meeting of at least twenty or thirty people. This should *not* be in an organization in which you are a member or participant.

Write an evaluative response concerning what you learned and how you would ideally like to use such forums (as leader or as 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. Remember to submit a copy of your list of criteria.

## **3. 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 area 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).

#### **4. Reading Response/Review Papers**

Students shall write a response to *Leading Organizational Learning* and a response to their approved collateral reading of at least 700 pages (such as materials from the bibliographies). Readers of *Robert's Rules of Order Newly Revised* do not need to do collateral reading, but should use the Robert's Rules as their collateral reading with a response. Indicate when you completed the reading of the materials.

Please *do not* summarize books in a response paper. 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. Total length should be at least seven pages (maximum of 14).

#### **5. Response to Blackaby**

Each student (student team) will select a chapter from Blackaby & Blackaby to present to the class (15 minutes; *absolute* maximum of 20 minutes). Remember to carefully study and report on leadership principles related to the passages listed at the end of each chapter. Learners are encouraged to be creative. Handouts are suggested. You are free to go beyond Blackaby & Blackaby if you choose, although that is neither required nor recommended. Learners will also affirm that they have read the entire text on the date indicated.

#### **6. 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). The experience should be in no way physically dangerous (which might test your bravery; but this is about humility). At the conclusion of the experience, write an evaluation of the experience from the context of your personal formation (about three pages).

#### **7. 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.

#### **8. 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.

## Intranet

Students are expected to have access to the campus Intranet. The professor posts material in his directory (on the “S\” drive available through the campus network). Information and readings on Leadership are found in the *Leadership* folder. Style guides for papers as well as general help for writing papers are available in the *Help for students* folder.

## Academic Policies and Procedures

All assignments should include the student name, course name and student box number clearly marked on the front. Assignments are due before class on Thursday, but written work may be submitted after class as applicable for oral presentations. Students are encouraged to assist each other for proofreading, editing and improved critical thinking. Students may also request for the professor to scan assignments well-prior to due date for suggestions for improvement. *Students shall retain duplicate copies of all work submitted.* Assignments will be returned during class, through inter-campus mail or through a stamped self-addressed envelope. Undeliverable assignments are destroyed after one year.

Students who are late may make request to be late, however granting of such requests does not alter standard grade penalties (1/3 letter grade per day).

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. Students are responsible to check with fellow students regarding any material they may have missed during absences.

It is the responsibility of all students to become familiar with and adhere to AUC/CTS Academic Policies that are stated in the current calendar and handbook.

Students wishing to add a course should refer to the current academic calendar for the last day to officially enter the class. Students intending to withdraw from a course must complete the relevant Registration Revision form. The dates by which students may voluntarily withdraw from a course without penalty are contained in the Calendar of Events in the academic calendar. The CTS calendar (available from the Dean’s office) is the most up-to-date source in all matters in which the AUC and CTS calendar may conflict. All course requirements and due dates are defined in course syllabi. Students unable to complete individual assignments by the due date may request a time extension from the course instructor. Assignments are due not later than the last day of regularly scheduled classes. Requests for course extensions must be submitted to the Registrar’s Office two weeks prior to examination week (noted as the “last Day for Alternative Exam or Course Extension Requests” on the academic calendar). Course extensions are only granted for serious issues that arise “due to circumstances beyond the student’s control.”

The seminary maintains a zero tolerance policy on plagiarism and academic dishonesty. Plagiarism and academic dishonesty can result in a failing grade for an assignment, for the course, or immediate dismissal from the seminary. Even unintentional plagiarism is to

be avoided at all costs. Students are expected to be familiar with the policy statements in the current academic calendar and the student handbook that deal with plagiarism, academic dishonesty (cheating), and the penalties and procedures for dealing with these matters. All cases of academic dishonesty are reported to the Academic Dean.

**Schedule**

Jan 11	—
Jan 18	Select chapters for Blackaby response. Develop bibliography for research paper (strongly recommended).
Jan 25	Personal leadership formation plan
<i>Feb 1</i> No class	CTS Winter retreat
Feb 8	Blackaby response presentations. Blackaby read.
Feb 15	Blackaby response presentations.
Feb 17	—
<i>Feb 22</i> No class	Wintersession
Mar 1	Benfari read
Mar 8	Reading response papers (collateral reading completed).
Mar 15	Research paper
Mar 22	Parliamentary procedure completed
Mar 29	Leader Equipping Strategy
Apr 5	Personal leadership formation report
April 12	Best ideas.

## Rob's Top Ten Ways to Fix Writing Problems

### 10. It is polite to point!

If your paper doesn't have a **workable** thesis, it's likely to drift. A good thesis does two things: it states (in affirmative terms) what you intend to prove in your paper (its main point), *and* it lays out a **plan** for accomplishing this. For example: "World War I resulted from a series of tensions that developed among European nations at the turn of the century. Among these were imperialism, militarism, and an unstable alliance system."

### 9. Sometimes it pays to be narrow-minded.

Students get into trouble when they try to do too much. You can't possibly write about *everything* there is to say about a subject. Notice how the sample thesis above limits that paper to just *three* aspects of World War I.

### 8. Sink rocks. Don't skip stones.

Pursue a few things in detail. No one wants to read a paper that merely mentions things; discuss them. The usual rule of thumb is that it's better to say a lot about a few things than a very little about many things. Think of it as the difference between skipping a stone across a pond versus tossing a rock to the bottom. Be a rock when you write.

### 7. Oh yeah, says who?

Never quote authors as authorities. It's your paper. You are the authority so *you* must prove, explain or apply your thesis. Quote only what is memorable and concise. Cite authors (a notation without a quotation) whenever you use their information (except for common knowledge). Cite constantly. Quote rarely.

### 6. So what?

There is a difference between evidence and trivia. If the material doesn't relate to your thesis, it might be interesting but it's not relevant. It is also your job to analyze the material you present. Unless you tell your reader why something is important, your information is simply random material.

### 5. Finish your veggies...and your thought!

Don't forget to tell the entire story and to tell your readers why you have included what you chose. Your motives may be clear in your mind, but your audience reads what's on the paper, not what's in your mind.

### 4. One good example is worth a thousand adjectives.

Be specific. Every time you make a point, have at least one example to illustrate it. Any hack can use a thesaurus and string together vague adjectives, but a good writer can make her work live through examples that make vague points tangible and real. Don't tell me something was "really bad"; explain what made it bad.

### 3. Who in the world are "the people"?

Avoid general categories that are so vague they are meaningless. Be concrete and specific. For example: "The Indians" is a vague phrase. "Cherokees in south-west Georgia in the 1820's" is specific. And the "American or French or Japanese...people" as a whole never agreed on a single thing, so don't tell me they did! Tell me which people you mean.

### 2. Don't put socks in your underwear drawer.

The vast majority of "organizational" problems come when the writer fails to keep related material in the same place. Thoroughly discuss a topic, then move on to another point. For example, if you're discussing Natives and slaves in a paper, discuss each separately. Don't begin to discuss Natives, switch to slaves, and then jump back to Natives. Your paper should be like an orderly chest of drawers, with each distinct item in its own place.

### 1. Proofread and edit.

This is number one because so few actually do it. Careless errors, clunky phrases, spelling mistakes, and deplorable grammar abound simply because too many writers think they're done once they put the final period onto the page. Not so Moe. Read your work. If what you've written sounds wrong to you, it's not going to sound any better to me. Remember: It's no sin to not know how to spell something. It *is* a sin not to look it up. And how hard is it to run spell-check?

*By permission of Rob Weir, Bay Path College.  
The Teaching Professor (June/July, 1998).  
Some modification by R Emilson.*