

**LEADING AND MANAGING**  
**STUDENT's MANUAL BUS 440R 3.0**

TRINITY INTERNATIONAL UNIVERSITY  
The REACH Program  
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## **COURSE OVERVIEW**

This course is designed to equip you with both conceptual understandings and practical skills that will empower you in your leadership situations. Understanding that the leader of today is often an individual without a formal “supervisor” or “manager” title, you will have the opportunity to apply the concepts examined in this course to your own leadership context, regardless of title or role. Throughout the course you will be asked to reflect on your own understanding of leadership, followership, as well as your understanding of the leadership situation or context. Biblical principles are woven into the course, encouraging you to think about leadership from a Christian perspective. Recognizing that leadership involves the whole person - thoughts, attitudes and skills - a holistic approach is engaged throughout the course, with the intent that at the conclusion of the course, you will think, feel and act more effectively as you lead into the future. Several practical skills are addressed, including learning...

1. a practical framework for influencing followers based on their development level,
2. successful approaches to learning from stressful situations,
3. creative problem solving techniques, and
4. skills for managing conflict.

# COURSE SYLLABUS

## I. Course Description

A study of leadership skills and organizational management. Emphasis will be placed on both visionary and situational leadership. Simulation activities will assist in learning about various topics such as leadership styles, management by objectives, appraisal of self and others, conflict resolution, and negotiation. Satisfies Social Science general education requirement. Satisfies Social Sciences requirement. *4 credits*

## II. Course Objectives

### A. General Objectives

The student should emerge from this course better prepared both personally and professionally to understand the concept of management and to exhibit effective leadership styles.

### B. Specific Learning Outcomes

1. The student will study the biblical basis for leadership and management.
2. The student will evaluate several definitions of leadership and management and develop a personal, working definition.
3. The student will practice diagnosing a leadership context applying an interactive model assessing the Leader, the Follower, and the Situation.
4. The student will synthesize principles of adult learning with personal leadership development.
5. The student will identify and analyze their best case and worse case learning patterns when faced with stress and obstacles on the job.
6. The student will study various motivational theories and evaluate their effectiveness in the workplace and in the church.
7. The student will apply the principles of Situational Leadership to a current personal situation.
8. The student will discover and describe his/her own style of leadership and be able to evaluate its effectiveness.
9. The student will differentiate between management and leadership and

discover scriptural guidelines for Christian leaders.

10. The student will learn a strategy for setting goals.
11. The student will practice methods of decision making and problem solving.
12. The student will diagnose their own style of conflict management, and will identify areas of strength and areas for development.
13. The student will identify the most common obstacles to change and state some principles for guiding constructive change in the church or organization.

### III. Texts

- A. *Leadership: Enhancing the Lessons of Experience*, 6<sup>th</sup> edition. Richard L. Hughes, Robert C. Ginnett, and Gordon J. Curphy (Chicago, IL: McGraw-Hill/Irwin Publishing, 2009) ISBN 978-0-07-340504-9. *Note:* Students can access chapter summaries and study helps on an accompanying website: [www.highered.mcgraw-hill.com](http://www.highered.mcgraw-hill.com)
- B. *Spiritual Leadership: Principles of Excellence for Every Believer*. J. O. Sanders. 2007. Chicago: Moody. ISBN 978-0-8024-8227-3
- C. *Bible*. Please bring a Bible to each class session. While any version is adequate, the New International Version is preferred for readability.
- D. Student Manual for BUS 440R, REACH. (Available through [www.tiu.edu/REACH/manuals](http://www.tiu.edu/REACH/manuals))

### IV. Course Assignments

- A. Session One
  1. Read: *Leadership: Enhancing the Lessons of Experience (LELE)*, Chapters 1, 2, 3
  2. Read: *Spiritual Leadership*, pp. 1-50
  3. Read: Nehemiah, Chapters 1-3
  4. Review and complete the “Defining Leadership” worksheet located in the Assignments and Activities Section of the Student Manual

5. Complete Leadership Reflection Journal – Session One in the Assignments and Activities section after class.

B. Session Two

1. Read: *LELE*, Chapters 4-5.
2. Read: *Spiritual Leadership*, pp. 51-114
3. Complete, “Personal Leadership Priorities” (see Assignments and Activities section).
4. Read: Nehemiah, Chapters 4-6
5. Reflection Paper #1: Writing a Personal Best Case (see Assignments and Activities section).
6. Complete Leadership Reflection Journal – Session Two in the Assignments and Activities section after class.

C. Session Three

1. Read: *LELE*, Chapters 6, 7, and 8.
2. Read: *Spiritual Leadership*, pp. 115-172
3. Reflection Paper #2: Response to *Spiritual Leadership* (see Assignments and Activities section).
4. Complete Leadership Reflection Journal – Session Three in the Assignments and Activities section after class.

D. Session Four

1. Read: *LELE*, Chapter 13.
2. Reflection Paper #3: The Leader (see Assignments & Activities section).
3. Complete “Successful Learning Experiences” and “Unsuccessful Learning Experiences” in the Assignments and Activities section.
4. Complete Leadership Reflection Journal – Session Four in the Assignments and Activities section after class.

E. Session Five

1. Read: *LELE*, Chapters 9-10

2. Complete Motivational theory worksheet found in Student Manual
3. Complete the Leadership Behavior Analysis (LBA) II: Self
4. Bring LBA Scoring to class. (Instructor will distribute)
5. Complete Leadership Reflection Journal – Session Five in the Assignments and Activities section after class.

F. Session Six

1. Read: *LELE*, Chapter 11-12
2. Reflection Paper #4: The Followers (see Assignments and Activities section).
3. Complete Leadership Reflection Journal – Session Six in the Assignments and Activities section after class.

G. Session Seven

1. Reflection Paper #5: The Situation (see Assignments and Activities section).
2. Complete Leadership Reflection Journal – Session Seven in the Assignments and Activities section after class.
3. Bring outline of ALP to class

H. Due One Week After Session Seven

Applied Learning Paper (ALP) is due to the instructor.

**V. Course Requirements**

A. Complete all assignments as listed in **section IV** of this syllabus.

1. Group Presentations

There will be periodic opportunities to present small group and individual resource reports to the entire class.

2. Leadership Reflection Journal Entry

After each class session, each student is encouraged to write a brief summary of the key points of the material in his/her journal. These

notes, on critical learning, will be most useful for the final integrative paper. On the last night of this course, students will be able to discuss some of the major concepts by way of review in small groups.

### 3. Applied Learning Paper

In a 12-15 page (double-spaced, typewritten) paper, each student will integrate what he/she has read, learned from class discussions, the instructor and class activities. These key concepts and principles will be applied to their work and/or ministry tasks. See Assignment Section of the Student Manual for specific guidance.

## B. Academic Policies

### 1. Attendance Policy

Because of the accelerated and collaborative nature of the REACH courses, students are required to attend every class session. Missing a single class means a significant portion of the contact with the faculty member and the learning community has been lost. **For this reason, in all REACH courses, students missing one class session will be penalized between one-half and one full letter grade. Students missing more than one class period will receive no credit for the class and a grade of “F” will be recorded. The course must then be retaken in order to receive credit. In addition, students may miss no more than two class sessions in a given semester,** regardless of the circumstances. If a student misses more than two class sessions during a given semester, the student will be required to meet in person with the Director of REACH Student Services to discuss continuance in the Program. Students are responsible for monitoring their own attendance to make sure they do not exceed two classes per semester. The REACH Office will also monitor attendance and notify the REACH Director of Student Services when a student exceeds two absences for a given semester.

Any student missing more than 30 minutes of a course session will be considered absent for the full course session. Participation points are earned and calculated in the final grade of a course based upon on-time attendance at each session. Students who miss three consecutive course sessions without prior notification to the REACH Office will be dropped from the program and will need to apply for readmission. See REACH Program Handbook for more information on attendance.

## 2. Late Work Policy

Late work will not be accepted unless the student requests an extension prior to the deadline and the instructor grants the request. There may also be a substantial penalty for late work. An extension on the time needed to submit final course requirements will only be granted in unusual circumstances and if the instructor and the Dean grant the request.

## 3. Academic Integrity

The community at Trinity International University promotes a commitment to integrity in all areas of life. Academic integrity is essential in the search for and promotion of truth.

Therefore, any form of academic dishonesty will not be condoned within the Trinity community. Plagiarism, whether intentional or indirect, gives the impression that the words or ideas in a person's writings are one's own, whereas in reality they are taken from someone else's written or oral presentation(s), even when a reference to the original source is made in footnotes or bibliography. Cheating is an expression of fraud and deception, as the student gives the impression of doing better on quizzes, exams, or assignments than he or she deserves.

**Any incident of academic dishonesty, deliberate or nondeliberate, will be investigated by the faculty member who will interview the student(s) involved to determine the most appropriate handling of the situation. The student may receive an "F" for the course based on deliberate cheating or plagiarism. In such a case, the student may not drop the course. The faculty member will document all cases of academic dishonesty indicating the incident and the action taken. This documentation will be given to the Associate Dean of Nontraditional Education and will be put in the student's file. In serious cases of academic dishonesty, the Associate Dean for Nontraditional Education will meet with the student(s) and faculty member to review the case.**

## VI. Grading Criteria

There will be no tests or exams in this course. The primary factor in determining the grade will be the quality of reflection papers and the applied learning paper. However, consideration will also be given to class participation and completion of the assigned reading.

Reflection 1: Personal Best Case .....	10%
Reflection 2: Response to <i>Spiritual Leadership</i> .....	10%
Reflection 3: The Leader .....	10%
Reflection 4: The Follower .....	10%
Reflection 5: The Situation .....	10%
Applied Learning Paper .....	35%
Class Participation & Assignments.....	<u>15%</u>

**TOTAL 100%**

## **VII. Bibliography**

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Organizations:

Soderquist Leadership Center

Established by John Brown University in honor of recently retired Wal-Mart executive Don Soderquist, this center is committed to developing world-class leaders who will raise the ethical standards in their own lives as well as the companies and organizations they serve. [www.soderquistcenter.org](http://www.soderquistcenter.org) 501-524-7180

#### The Peter Drucker Foundation for Non-profit Management

Founded in 1990, this foundation provided educational opportunities and resources aimed at leading social-sector organizations toward excellence in performance. [www.pfdf.org](http://www.pfdf.org) 212-224-1174

#### The Center for Christian Leadership

Located at Dallas Theological Seminary, this center is committed to developing leaders of integrity and impact and to serving as an innovative resource center for leaders and organizations worldwide. [www.dts.edu/ccl/index.html](http://www.dts.edu/ccl/index.html) 1-800-992-0998, ext. 3515

#### DePree Leadership Center

Established in 1996, the DePree Center cultivates developing leaders of integrity and impact and serves as an innovative resource center for leaders and organizations worldwide. [www.depree.org/depree/](http://www.depree.org/depree/) 626-578-6355

#### Regent University's Center for Leadership Studies

The purpose of the Center for Leadership Studies is to empower leaders to renew and invigorate the soul of organization through Biblical leadership principles. [www.regent.edu/acad/cls](http://www.regent.edu/acad/cls) 757-226-4122

#### Center for Creative Leadership

Created 30 years ago, the Center for Creative Leadership is one of the largest institutions in the world focusing solely on leadership. Its primary purpose is to generate and disseminate knowledge about leadership and leadership development. [www.ccl.org](http://www.ccl.org) 336-545-2810

## **ASSIGNMENTS AND ACTIVITIES**

## Applied Learning Paper

The Applied Learning Paper for Leading and Managing is an opportunity to integrate and then synthesize learning from the course readings, reflection papers, course activities, as well as your life experiences. You are to take a past or present situation and discuss it within the leader, follower, situation interactional framework.

While the Reflection papers can form the foundation for each area within the framework, your ALP should not be an exact duplication of your reflection papers. You will undoubtedly need to add additional insights from small group discussion, the text, class discussion, etc. (In the past, students have cut and pasted entire reflection papers and then called it an Applied Learning Paper. This would **not** be appropriate method of completing the ALP!)

**Note Well:** This paper needs to be driven by the leadership literature. Cite the research, explain the research, critique the research (when necessary), and apply the research. Repeat that pattern throughout the paper.

A suggested structure for your paper might be:

- I. Introduction
- II. Description of your Organizational Context
- III. The Leader
- IV. The Follower
- V. The Situation
- VI. Recommendations
- V. Conclusion

This ALP should be at least 11 pages. In addition, all texts required for the course must be referenced somewhere within your paper, and you must have at least 10 citations overall (use APA format).

You will be evaluated based on criteria indicated on the Applied Learning Paper - Grading Criteria. Please submit this form with your Applied Learning Paper.

Your paper will be due one week after the last class session.

**Applied Learning Paper**  
*Grading Criteria & Final Grade*

**Form and Appearance**

Proper length; typed; neat appearance; minimum of spelling/grammatical/ typographical errors; clear writing style/easily read; footnotes and references in proper form.

\_\_\_\_\_ *points/out of 3 points*

**Organization**

Logic; flow of ideas; connection of thoughts; unity. (The result of a clear outline.)

\_\_\_\_\_ *points/out of 7 points*

**Exposition**

Well focused and clearly stated introductory paragraph; coverage only of the subject/topic indicated; clear and accurate presentation of the subject; sufficient material presented to demonstrate an understanding of the subject; meaningful and clearly stated conclusion. Include observations from readings, class discussion, class activities, and experiences outside of class.

\_\_\_\_\_ *points/out of 10 points*

**Personal Application / Integration**

Personal and thoughtful interaction with material; creative/personal thinking and work; clear and meaningful application of material.

\_\_\_\_\_ *points/out of 15 points*

**Reflection Papers / Other Assignments / Class Participation**

\_\_\_\_\_ *points/out of 10 points - Reflection Paper 1*

\_\_\_\_\_ *points/out of 10 points - Reflection Paper 2*

\_\_\_\_\_ *points/out of 10 points - Reflection Paper 3*

\_\_\_\_\_ *points/out of 10 points - Reflection Paper 4*

\_\_\_\_\_ *points/out of 10 points - Reflection Paper 5*

\_\_\_\_\_ *points/out of 15 points - Class*

*Participation/Other Assignments*

\_\_\_\_\_ *Total Points*

\_\_\_\_\_ *Grade for Paper*

\_\_\_\_\_ **Grade for Course**

**Session One**  
*Defining Leadership*

Upon completion of this Session One, you should be able to: (1) describe in your own words the biblical concept of leadership; and (2) write your own definition of leadership.

Just for fun, write a definition of leadership as you begin this study. Do this without using a dictionary or getting help from any source. Leadership is

**FEEDBACK:** Anything you wrote is acceptable. We will look at your definition later after we have worked through some activities.

**Session One**  
*The Biblical Concept of Leadership*  
In-Class Activity

Ephesians 5:22-33

1 Timothy 3:1-13

1 Peter 5:1-7

## Session One

### *What is Leadership? Some Definitions*

#### In-Class Activity

**Study each definition below, and analyze it in light of the biblical concept of leadership.**

"Leadership . . . is the art of getting what one wants and making people like it."

~Charles H. Titus  
*The Process of Leadership*

"The basic idea in leadership is 'guidance.' Leadership is skill in guiding a group to work together toward a desirable end."

~Paul W. Milhouse  
*Enlisting and Developing Church Leaders*

"A leader is one who guides his followers toward desired ends."

~Weldon Crossland  
*Better Leaders for Your Church*

"A leader is a man who knows the road, who can keep ahead, and who can pull others after him."

~John R. Mott  
YMCA Leader

"Leadership is influence, the ability of one person to influence others."

~J. Oswald Sanders  
*Spiritual Leadership*

"Leadership is the lifting of a man's vision to higher sights, the raising of a man's performance to a higher standard, the building of a man's personality beyond its normal limitations."

~Peter F. Drucker  
*The Practice of Management*

"A leader is a person who has the ability to get others to do what they don't want to, and like it."

~Harry S. Truman  
President, United States of America

"Leadership is intimately related to the idea of 'going before.' Leadership implies precedence, linked with the idea of capacity for drawing others, or fitness to guide them . . . The leader is walking ahead of the group. He keeps in advance without completely detaching himself from the crowd. He influences his followers and moves them toward desirable goals."

~Richard Wolff  
*Man at the Top*

"Effective leadership is not something that can be imported from the outside. It is something that emerges, that grows, and that is achieved. It is not enough to have certain qualities of personality and performance that one associates with leadership. Nor is it enough to have experienced leadership acceptance in one or more groups in the past . . . leadership is a function of the situation, the culture, context, and customs of a group or organization, quite as much as it is a function of personal attributes and group requirements."

~Murray Ross and Charles Hendry  
*New Understanding of Leadership*

"Leadership is the capacity and will to rally men and women to a common purpose."

~Bernard L. Montgomery  
*Memoirs of Field-Marshal Montgomery*

"Leadership is the activity of influencing people to cooperate toward some goal which they come to find desirable."

~Ordway Tead  
*The Art of Leadership*

"Democratic leadership is the means by which one or more persons aid a group in setting and attaining desirable goals."

~Kreitlow, Ainton, and Torrence  
*Leadership in Action in Rural Communities*

". . . Leadership is not getting above others in prestige and power. It is servanthip -- getting down under the load of human need to bear it sacrificially and redemptively."

~Gaines S. Dobbins  
*Learning to Lead*

**Session One**  
*Panorama of the Divided Kingdom*  
In-Class Activity

<b>United Kingdom</b>	
Saul David Solomon	
<b>Divided Kingdom</b>	
<b>Ten Northern Tribes</b> <i>Israel</i>	<b>Two Southern Tribes</b> <i>Judah</i>
Deported by Assyrians 722 BC	Deported by Babylon 586 BC II Chronicles 36:18, 19, 20
	<u>Return to the Land</u>  1. Zerubbabel – 538 BC (Ezra 1-6) 2. Ezra – 458 BC (Ezra 7-10) 3. Nehemiah – 444 BC
<b>Panorama of Ezra and Nehemiah</b>	
Restoration under Zerubbabel – Rebuild the Temple (Ezra 1-6)	
Events of the Book of Esther	
Reformation under Ezra – Separation of the People (Ezra 7-10)	
<u>Reconstruction under Nehemiah</u> 1. Walls rebuilt in 52 days! 2. Instruction of the people – revival 3. Perseverance in the work. (Nehemiah 1-13)	

**Session One**  
*Suggested Outline of Nehemiah*  
In-Class Activity

**I. Repairing the Walls**

- A. Preparation (1-6)
- B. Cooperation - the people work (2)
- C. Opposition (4-6:14)
- D. Completion (6:15-19)

**II. Reviving the People**

- A. Citizens Registered (7)
- B. The Word of God Proclaimed (8)
- C. Sins Confessed (9)
- D. The Covenant Ratified (10-12)
- E. The Nation's Sins Cleansed (13)



**Session One**  
*Leadership Reflection Journal*

Some thoughts that I have about leadership, and myself as a leader as a result of class this evening include....

I might want to consider writing about, or thinking more about....

## **Session Two**

### *Personal Leadership Priorities*

#### **Purpose**

Investigate how people differ in terms of their values and priorities, and how these impact leadership style and effectiveness.

#### **Summary**

Have students individually prioritize the list of job outcomes shown below from 1 through 9 (1 being the highest priority to them):

- \_\_\_ Everyone having a good time.
- \_\_\_ Supervisors respecting you.
- \_\_\_ Outside recognition of your personal accomplishments.
- \_\_\_ Peers respecting you.
- \_\_\_ Getting promoted.
- \_\_\_ Getting your subordinates promoted
- \_\_\_ Accomplishing your assigned task
- \_\_\_ Improving your organization.
- \_\_\_ Knowing yourself you did a good job.

#### **Outcome**

Why this was ranked where it was?

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.

## Session Two

### *Reflection Paper # 1: Writing a Personal Best Case*

*Thinking about the future of Christian leadership, I am convinced that it needs to be a theological leadership. For this to come about, much--very much--has to happen in seminaries and divinity schools. They have to become centers where people are trained in true discernment of the signs of the time. This cannot just be intellectual training. It requires a deep spiritual formation involving the whole person--body, mind, and heart. . . .to the degree that such formation is being sought for and realized, there is hope for the Church of the next century.*

Henri Nouwen, *In the Name of Jesus: Reflections of Christian Leadership*.

### **Guidelines**

The primary assignments for this course reflect Nouwen's challenge to approach leadership holistically. To this intent, you will be asked to write a series of weekly assignments designed to 1) guide you in reflecting holistically about your own leadership, and 2) to prepare you for writing the Applied Learning Paper. During the course, you will write five reflection papers.

### **Reflection Paper #1: Writing a Personal Best Case**

A. Write a paper in which you reflect on your own leadership experience and describe a "personal best case" -- the time when you performed at your personal best as a leader. Reflect on thoughts such as the following in your preparation. Integrate the course readings into your paper to demonstrate the links between the research and your specific context.

1. What characterized the situation?
2. Who was involved?
3. Where and when did it take place?
4. Who initiated it?
5. What motivated you and others in the project?
6. What did you hope to achieve?
7. How were others involved?
8. What principles did you use to guide the situation?

9. What rewards were offered?

10. What lessons were learned?

B. This exercise may lead you to numerous pages of reflection. Please limit the paper you submit to three to five pages. This assignment is due at the beginning of Session Two.

### **Grading**

A. The papers are not intended to be as “fine-tuned” as the final Applied Learning Paper. However, they do reflect a total of 50% of the final grade (10% each). These papers will be evaluated based on:

1. form (typed, appearance, grammar, organization)
2. understanding of principles (evidence of careful reading)
3. meaningful reflection and application, complexity of thought (thoughtful reflection, analysis and application).

B. You will receive:

10 points      excellent paper, worthy of distribution as an example

8 points        good paper, clear writing and good analysis

6 points        paper lacks form, understanding of cited principles or complexity of thought.

4 points        paper is unacceptable in form and presentation of thought

**Session Two**  
*Bases of Power Inventory*  
In-Class Activity

by Gordon J. Curphy, Ph.D.

*Use the following scale to respond to the items:*

1	2	3	4	5
Strongly	Disagree	So-So	Agree	Strongly Agree

- A. I have the education and training needed to be successful in my job. \_\_\_\_\_
- B. I have relevant knowledge, experience, and skills for my job. \_\_\_\_\_
- C. My co-workers see me as a subject matter expert. \_\_\_\_\_
- D. I easily build relationships with others. \_\_\_\_\_
- E. I have an extensive network of friends within the organization. \_\_\_\_\_
- F. I can leverage relationships in order to get others to take action. \_\_\_\_\_
- G. I have a lot of latitude in deciding how or when work gets done. \_\_\_\_\_
- H. I have a lot of formal authority in my current position. \_\_\_\_\_
- I. I control a budget. \_\_\_\_\_
- J. I can provide others with monetary rewards when they do a good job. \_\_\_\_\_
- K. I use different rewards to motivate different people. \_\_\_\_\_
- L. I control a large number of potential rewards or benefits to give to others. \_\_\_\_\_
- M. I can withhold perks and privileges if others are not doing a good job. \_\_\_\_\_
- N. I have the authority to terminate direct reports if they do not perform. \_\_\_\_\_
- O. I can use formal sanctions to influence others. \_\_\_\_\_

## **Session Two**

### *Power and Leadership: Building Your Power Bases*

#### In-Class Activity

Leaders have the potential to change follower's attitudes, opinions, and behaviors. However, followers can also change the attitudes and behaviors of their leaders. Moreover, characteristics of the situation can affect the capacity of leaders and followers to influence each other. The potential to change others' attitudes and behaviors depends on what type and how much power each party possesses. Individuals with greater amounts of power in several bases are more likely to make things happen or to resist another's influence attempt than individuals with relatively little power in only one power base. There are five bases of power, which are listed below. The most effective leaders work to improve and are adept at using all five bases of power.

- |                   |                                                                                                                     |
|-------------------|---------------------------------------------------------------------------------------------------------------------|
| Expert Power:     | The ability to influence others based on one's skills, knowledge, experience, or expertise.                         |
| Referent Power:   | The ability to influence others based on interpersonal relationships.                                               |
| Legitimate Power: | The ability to influence others based on the authority vested in one's position.                                    |
| Reward Power:     | The ability to influence others based on control over desired resources.                                            |
| Coercive Power:   | The ability to influence others through the administration of negative sanctions or the removal of positive events. |

**Session Two**  
*Power and Leadership: Building Your Power Bases*  
Expert Power

**Definition**

- A. The ability to influence others based on one's skill, knowledge, or expertise.
- B. Expert power is a function of the amount of knowledge one possesses relative to the rest of the members in the group.
- C. With the downsizing and flattening of organizations, more and more leaders are faced with situations where their followers possess more expert power than they do.

<b>Total of Items 1 - 3:</b> _____	<b>Total Expert Power Score</b>
12 - 15	You can exert considerable influence based on what you know.
9 - 11	A solid score, but you could do more to develop your knowledge base.
< 8	Read the suggestions below to increase your expert power.

**To Increase Expert Power:**

- A. Enroll in training courses
- B. Seek job opportunities which can expand your knowledge and skill base
- C. Work with experts in the field
- D. Ask questions

**Session Two**  
*Power and Leadership: Building Your Power Bases*  
Referent Power

**Definition**

- A. The ability to influence others based on the strength of shared relationships.
- B. The more and stronger the relationships, the more referent power you have. Thus, networking is important if you want to get things done in an organization.
- C. Referent power takes time to develop, places a premium on interpersonal skills, and becomes more difficult with organizational flattening initiatives.
- D. Referent power is a two-way street: The stronger the relationship you share with another, the more you can be influenced by each other.

<b>Total of Items 4 - 6:</b> _____	<b>Total Referent Power Score</b>
12 - 15	You can exert considerable influence based on who you know.
9 - 11	A solid score, but you could do more to develop your network.
< 8	Read the suggestions below to increase your referent power.

**To Increase Referent Power**

- A. One has to be willing to spend time honing interpersonal skills and building relationships with others.
- B. Given that we are usually rewarded for getting tasks done rather than building relationships, building referent power may in reality be harder than it first appears.

**Session Two**  
*Power and Leadership: Building Your Power Bases*  
Legitimate Power

**Definition**

- A. The ability to influence others based on the authority vested in one's position in the organization.
- B. Legitimate power allows you to make decisions and take action relatively quickly.
- C. Leadership and legitimate authority are not the same thing.
- D. Followers also have certain degree of legitimate authority.

<b>Total of Items 7 - 9</b>	<b>_____</b>	<b>Total Legitimate Power Score</b>
12 - 15		You can exert considerable influence based on your position.
9 - 11		You have some ability to influence others based on your position.
< 8		You have limited ability to influence others based solely on your position in the organization.

**To Increase Legitimate Power**

The farther one moves up the corporate ladder, the more legitimate power one will have. Of course, moving up the corporate ladder will depend to some extent on how well you use the other four bases of power.

**Session Two**  
*Power and Leadership: Building Your Power Bases*  
Reward Power

**Definition**

- A. The ability to influence others based on control over desired resources.
- B. Reward power is affected by the types of rewards followers want and leaders can give.
- C. The unskilled use of rewards can lead to perceptions of inequity.
- D. May lead to compliance rather than commitment.
- E. Followers also have reward power – Yes people use reward power extensively.

<b>Total of Items 10 - 12: _____ Total Reward Power Score</b>	
12 -15	You can influence others via the rewards you control.
9 - 11	You can exert some influence, but you may need to expand the types of rewards you can administer or better match rewards to followers' needs.
< 8	Read the suggestions below to increase your reward power.

**To Increase Reward Power**

- A. One key to using reward power is determining what type of rewards subordinates want. All too often, leaders mistakenly assume that the rewards they appreciate are the same rewards their subordinates would appreciate. Spending time building relationships with subordinates not only builds referent power, but can also give you clues as to the types of rewards that will best motivate individual followers.
- B. Another key to using reward power is to not limit yourself to using only organizationally sanctioned rewards – leader who are adept at using reward power are often quite innovative with the kinds of rewards they administer.

**Session Two**  
*Power and Leadership: Building Your Power Bases*  
Coercive Power

**Definition**

- A. The ability to influence others through the administration of negative sanctions or the removal of positive events.
- B. There are several myths surrounding the use of coercive power or punishment. None of these myths have stood up to scientific research.
- C. When used skillfully, coercive power can actually increase the job satisfaction and performance of the work unit.
- D. New supervisors sometimes overuse coercive power in order to establish themselves at the top of the pecking order. These supervisors often “win the battle” but are likely to “lose the war.”

<b>Total of Items 13 - 15: _____ Total Coercive Power Score</b>	
12 - 15	You can influence other using punishments or threats.
9 - 11	A solid score, but you may not be able to get others to do what you need them to do using threats or sanctions.
< 8	You may not be able to exert much influence using threats or punishment.

To use punishment or coercive power correctly, think of the “hot stove” rule.

**Session Two**  
*Plotting Your Bases of Power Inventory Scores*  
In-Class Activity

15	<b>High</b>				
12	<b>Mid-Range</b>				
9					
	<b>Low</b>				
6					
	Expert	Referent	Legitimate	Reward	Coercive

**Session Two**  
*Leadership Reflection Journal*

Some thoughts I have about leadership, and myself as a leader as a result of class this evening include...

I might want to consider writing about, or thinking more about. . . . .

## Session Three

### *Reflection Paper # 2: Spiritual Leadership*

Write a 3 to five page paper reflecting on three insights from Sanders' book. After quoting or paraphrasing part of his work, analyze his ideas and then demonstrate how these ideas apply to your own leadership. Where appropriate, incorporate ideas that you have read about in the main course text: *LELE*. This paper is due at the beginning of Session Three.

#### **Grading**

A. The papers are not intended to be as “fine-tuned” as the final Applied Learning Paper. However, they do reflect a total of 50% of the final grade (10% each). These papers will be evaluated based on:

1. form (typed, appearance, grammar, organization)
2. understanding of principles (evidence of careful reading)
3. meaningful reflection and application, complexity of thought (thoughtful reflection, analysis and application).

B. You will receive:

- |           |                                                                               |
|-----------|-------------------------------------------------------------------------------|
| 10 points | excellent paper, worthy of distribution as an example                         |
| 8 points  | good paper, clear writing and good analysis                                   |
| 6 points  | paper lacks form, understanding of cited principles or complexity of thought. |
| 4 points  | paper is unacceptable in form and presentation of thought                     |

**Session Three**  
*Leadership Reflection Journal*

Some thoughts I have about leadership, and myself as a leader as a result of class this evening include...

I might want to consider writing about, or thinking more about. . . . .

## **Session Four**

### *Reflection Paper # 3: The Leader*

Write a paper of no more than five pages reflecting on particular components of the reading as they relate to or describe you as a leader – especially chapters 5-8. The paper needs to draw directly from the texts (use citations), as well as build upon your own personal reflections and insights. This assignment is due at the beginning of Session Four.

### **Grading**

A. The papers are not intended to be as “fine-tuned” as the final Applied Learning Paper. However, they do reflect a total of 50% of the final grade (10% each). These papers will be evaluated based on:

1. form (typed, appearance, grammar, organization)
2. understanding of principles (evidence of careful reading)
3. meaningful reflection and application, complexity of thought (thoughtful reflection, analysis and application).

B. You will receive:

- |           |                                                                               |
|-----------|-------------------------------------------------------------------------------|
| 10 points | excellent paper, worthy of distribution as an example                         |
| 8 points  | good paper, clear writing and good analysis                                   |
| 6 points  | paper lacks form, understanding of cited principles or complexity of thought. |
| 4 points  | paper is unacceptable in form and presentation of thought                     |

**Session Four**  
*Successful Learning Experiences*

Think of a number of recent problems that were quite challenging for you, but which you handled successfully. This was you at your best.

**Briefly describe the learning situations:**

**What learning strategies did you use?**

By this we mean what was most important to you in successfully learning. Please pick no more than three:

- I carefully considered my feelings.
- I talked with other people extensively.
- I constructed a mental image of how the situation should look and how things should turn out.
- I thought up a number of things to try (activities, things I could actually do).
- I wrote down or thought of some rules of thumb to follow (if this happens, then I will do this).
- I observed one or more people who do this well and followed their model.
- I emulated the behavior of an admired person (might be a historical figure, parent, etc.).
- I tried to act in accord with my conception of what the ideal manager/professional should do.
- A situation occurred -- upon reflection, I realized that I learned something.
- I thought through the situation in advance. I had a model or plan to guide my actions.
- I carefully considered the feelings of others.

**What specific lesson tactics did you use? Check only those that were frequently used**

Acting

- 1. Taught someone else to do something.
- 2. Turned learning into a game and rewarded myself for accomplishment/competed with another person, group or standard of excellence.
- 3. Forced myself to do something I don't like to do or am not good at.
- 4. Took action in order to ferret out the real problems.
- 5. Made a mistake and learned from it or learned from someone else's mistake
- 6. Measured myself against explicit standards/models or my personal standards
- 7. Got feedback from my success or failure in the situation
- 8. I noticed an obvious contrast between two things I did (one worked and one didn't or vice versa)

Thinking

- 1. Constructed a plan of action
- 2. Imagined what things would be like in the future; constructed a mental image
- 3. Mentally rehearsed actions before going into problem situations
- 4. Examined the past for similar events/searched for historical parallels and analogies
- 5. Examined my past successes to draw out principles or rules of thumb
- 6. Reflected on the situation after the fact
- 7. Conceptualized what the ideal professional manager would do

Personal

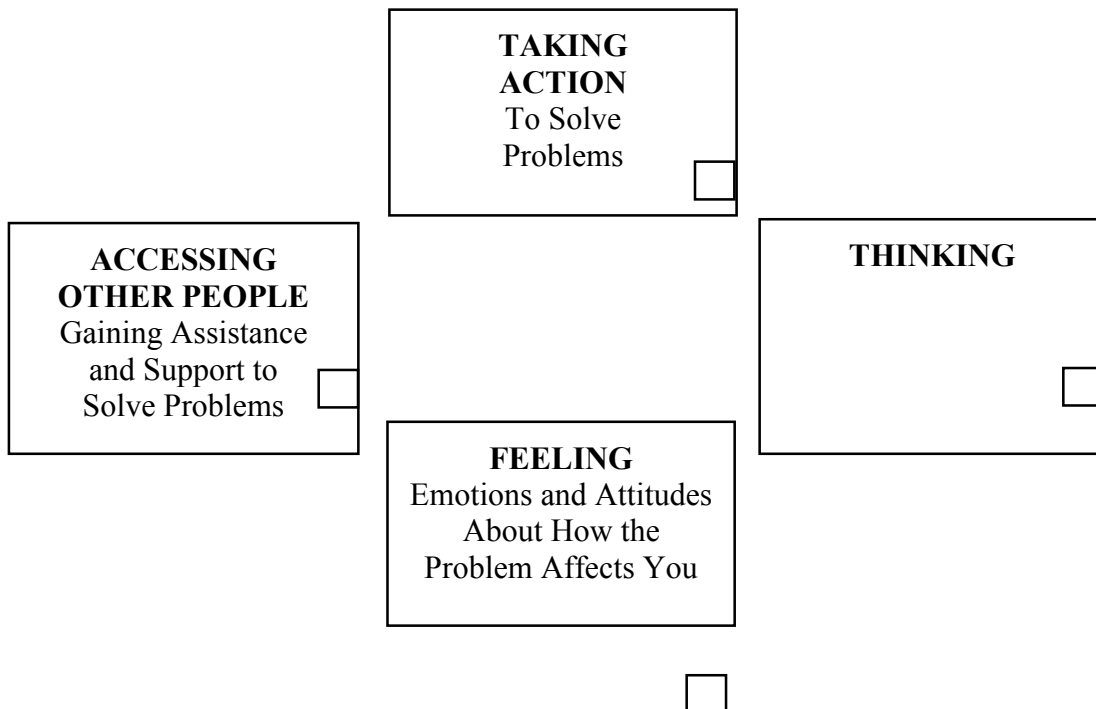
- 1. Carefully considered how I felt
- 2. Trusted my gut feeling, hunch about what to do
- 3. Carefully considered how others would or might feel
- 4. Asked myself "What am I learning?"
- 5. Kept a learning diary
- 6. Confronted myself on what I was worrying about
- 7. Confronted myself on what I was avoiding
- 8. Found a way to manage my emotions

### Accessing Other People

- \_\_\_ 1. Consulted with outside experts (live or in writing)
- \_\_\_ 2. Talked with my boss/peers/subordinates/friends, etc., as sounding board/idea generators
- \_\_\_ 3. Talked with others in a special attempt to solve the problem (individually or in a group)
- \_\_\_ 4. Read material or attended a course
- \_\_\_ 5. Consulted with others for information only
- \_\_\_ 6. Observed someone who does this well
- \_\_\_ 7. Got "on-the-job tutoring"
- \_\_\_ 8. Emulated the behavior of an admired person (historical figure, friend, parent, etc)

**Please record your learning sequence by drawing arrows from what you *focused on first* to what you focused on second, etc.** (Complete more than one if the process changed during the period you have been working on this.) Please number 1, 2, 3, 4, etc., so you can clearly identify the sequence.

### **Mapping Your Learning Experience**



Record from the previous page the total number of learning tactics you used in each box and write in the number.

What box did you leave out or de-emphasize? Emphasize?

## Session Four

### *Unsuccessful Learning Situations*

Now think of a number of recent problems where you tried and failed, or at the least, you had to go back and work through the problems again until you solved them..

**Briefly describe the learning situations.**

#### **What's getting in your way?**

The items below contain factors that often impede successful learning. As you reflect on the unsuccessful learning situations that you have described , which of these items represent blocks or barriers that may have gotten in your way? Check only those that were frequently used.

#### Problems with Taking Action

- 1. I kept doing things without stopping to ask what the problem really was
- 2. I kept doing things without realizing that I was reacting to my emotions
- 3. I relied too heavily on old comfortable habits
- 4. I ran over or irritated people with my actions
- 5. I tried too hard to go it alone
- 6. I went into an action frenzy
- 7. I couldn't overcome a weakness I have
- 8. I kept doing things without stopping to learn from them

#### Problems with Thinking

- 1. I fell back on successful strategies that didn't fit
- 2. I spent too much time strategizing and not enough time doing anything
- 3. I thought too much and failed to consult others
- 4. I failed to examine the past or search for parallels
- 5. I overgeneralized and had no specific activities to try
- 6. I rationalized, failing to face my emotions in the matter
- 7. I went too much step-by-step; I failed to imagine a desirable outcome or an overall vision
- 8. I planned, but I failed to mentally rehearse or anticipate problems

### Problems with Accessing Other People

- 1. I over relied on others rather than using my judgment
- 2. I relied on the wrong people
- 3. I didn't listen or wouldn't accept feedback
- 4. I spent too much time consulting others and not enough doing things
- 5. I used other people to absorb my feelings rather than confronting my feelings
- 6. I used people for information only, not advice
- 7. I relied too much on "cold" information, facts, readings, courses, surveys, etc.
- 8. I tried to model after an admired person and it didn't work

### Problems with Consulting Self

- 1. I spent too much time worrying about how I felt
- 2. I chose to avoid the situation
- 3. I didn't understand what I needed to learn
- 4. I failed to admit my feelings to others
- 5. I felt too much and thought too little
- 6. I failed to take others' feelings into account
- 7. I blew up or acted impetuously or overacted
- 8. I got confused

**What specific lesson tactics did you use?** Check only those that were frequently used

### Acting

- 1. Taught someone else to do something
- 2. Turned learning into a game and rewarded myself for accomplishment/competed with another person, group or standard of excellence.
- 3. Forced myself to do something I don't like to do or am not good at.
- 4. Took action in order to ferret out the real problems.
- 5. Made a mistake and learned from it or learned from someone else's mistake
- 6. Measured myself against explicit standards/models or my personal standards
- 7. Got feedback from my success or failure in the situation
- 8. I noticed an obvious contrast between two things I did (one worked and one didn't or vice versa)

### Thinking

- 1. Constructed a plan of action

- \_\_\_ 2. Imagined what things would be like in the future; constructed a mental image
- \_\_\_ 3. Mentally rehearsed actions before going into problem situations
- \_\_\_ 4. Examined the past for similar events/searched for historical parallels and analogies
- \_\_\_ 5. Examined my past successes to draw out principles or rules of thumb
- \_\_\_ 6. Reflected on the situation after the fact
- \_\_\_ 7. Thought up a number of activities to try
- \_\_\_ 8. Conceptualized what the ideal professional manager would do

Personal

- \_\_\_ 1. Carefully considered how I felt
- \_\_\_ 2. Trusted my gut feeling, hunch about what to do
- \_\_\_ 3. Carefully considered how others would or might feel
- \_\_\_ 4. Asked myself "What am I learning?"
- \_\_\_ 5. Kept a learning diary
- \_\_\_ 6. Confronted myself on what I was worrying about
- \_\_\_ 7. Confronted myself on what I was avoiding
- \_\_\_ 8. Found a way to manage my emotions

Accessing Other People

- \_\_\_ 1. Consulted with outside experts (live or in writing)
- \_\_\_ 2. Talked with my boss/peers/subordinates/friends, etc., as sounding board/idea generators
- \_\_\_ 3. Talked with others in a special attempt to solve the problem (individually or in a group)
- \_\_\_ 4. Read material or attended a course
- \_\_\_ 5. Consulted with others for information only
- \_\_\_ 6. Observed someone who does this well
- \_\_\_ 7. Got "on-the-job tutoring"
- \_\_\_ 8. Emulated the behavior of an admired person (historical figure, friend, parent, etc)

**Please record your learning sequence by drawing arrows from what you *focused* on first to what you focused on second, etc.** (Complete more than one if the process changed during the period you have been working on this.) Please number 1, 2, 3, 4, etc., so you can clearly identify the sequence.

(Continued on next page)

## Mapping Your Learning Experience

	<b>TAKING ACTION</b> To Solve Problems <input type="checkbox"/>	
<b>ACCESSING OTHER PEOPLE</b> Gaining Assistance and Support to Solve Problems <input type="checkbox"/>		<b>THINKING</b> <input type="checkbox"/>
	<b>FEELING</b> Emotions and Attitudes About How the Problem Affects You <input type="checkbox"/>	

Record from the previous page the total number of learning tactics you used in each box and write in the number.

What box did you leave out or de-emphasize? Emphasize?

**Session Four**  
*Leadership Reflection Journal*

Some thoughts I have about leadership, and myself as a leader as a result of class this evening include...

I might want to consider writing about, or thinking more about. . . .

**Session Five**  
*Motivational Theory Worksheet*

<b>Needs Theories</b>			
<i>Major Theory</i>	<i>Underlying Premise</i>	<i>Description</i>	<i>Implications/Limitations</i>

<b>Individual Differences in Motivation</b>			
<i>Major Theory</i>	<i>Underlying Premise</i>	<i>Description</i>	<i>Implications/Limitations</i>

<b>Cognitive Theories</b>			
<i>Major Theory</i>	<i>Underlying Premise</i>	<i>Description</i>	<i>Implications/Limitations</i>

<b>Situational Theories</b>			
<i>Major Theory</i>	<i>Underlying Premise</i>	<i>Description</i>	<i>Implications/Limitations</i>

<b>Job Satisfaction</b>			
<i>Major Theory</i>	<i>Underlying Premise</i>	<i>Description</i>	<i>Implications/Limitations</i>

**Session Five**  
*Situational Leadership Notes*  
In-Class Activity

**Diagnosis - The Follower**

A. Competence is a measure of an employee's \_\_\_\_\_ and \_\_\_\_\_ related to the goal or task at hand, as well a measure of the employee's transferable skills like...

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

B. Confidence is a measure of a person's motivation or \_\_\_\_\_ or \_\_\_\_\_ for the goal or task and \_\_\_\_\_ or feeling of self-assurance.

C. Development level is \_\_\_\_\_ or \_\_\_\_\_ specific.

D. A person at D1 – the enthusiastic beginner – has \_\_\_\_\_ competence and \_\_\_\_\_ commitment. List five things a D1 needs from his or her boss.

- 1.
- 2.
- 3.
- 4.
- 5.

E. A person at D2 – the disillusioned learner – has \_\_\_\_\_ competence and \_\_\_\_\_ commitment. List five things a D2 needs from his or her boss.

1.

2.

3.

4.

5.

F. A person at D3 – the cautious but capable performer – has \_\_\_\_\_ competence and \_\_\_\_\_ commitment. List five things a D3 needs from his or her boss.

1.

2.

3.

4.

5.

G. A person at D4 – the self-reliant achiever – has \_\_\_\_\_ competence and \_\_\_\_\_ commitment. List three things a D4 needs from his or her boss.

1.

2.

3.

4.

5.

H. List at least two causes of disillusionment at D2.

I. Which level of development is most dependent on the leader? Why?

J. Which level is most self-reliant? Why?

K. Identify the development level of the individual in this situation.

Eric has begun working on a project that is important to his workgroup. He is challenged by the project assignment, but confident his project management skills and good interpersonal relations with staff in other departments will help him get this job done. Of course, there is some pressure on him. He has never had this much responsibility before. His wife has told him he is like a high-strung horse at the starting gate of a big race. Eric knows he needs to be briefed on what has already been done, but he is a quick study and has good analytical skills so he feels pretty sure he will get up to speed quickly. If his boss can get him in to see the right people, he will be off to a good start.

Eric's development level on this project is \_\_\_\_\_.

Why?

L. Identify the development level of the individual in this situation.

Susan is new to this team. Her last team was not a positive experience. There was a lot of conflict and the team's morale was low. They weren't getting anything done. Susan was happy to be reassigned to this new team, but she is also a little worried. This team, which has been working together about two months, hasn't been making much progress and she was told that was why she was asked to join it. Susan is not sure she has the skills to influence a team she is just joining, although her technical knowledge about the project they are working on is probably just what they need.

Susan's development level is \_\_\_\_\_.

Why?

## Flexibility - The Leader

- A. Name the two leader behaviors on the vertical and horizontal axes of the SLII® model.

Horizontal \_\_\_\_\_

Vertical \_\_\_\_\_

- B. Four key words for *Directive* behavior are:

1.

2.

3.

4.

- C. Four key words for *Supportive* behavior are:

1.

2.

3.

4.

- D. Name the four leadership styles.

1.

2.

3.

4.

E. Describe what a Style 1 Leader does (five actions you would see a S1 leader take).

1.

2.

3.

4.

5.

F. Describe what a Style 2 Leader does (five actions you would see a S2 leader take).

1.

2.

3.

4.

5.

G. Describe what a Style 3 Leader does (five actions you would see a S3 leader take).

1.

2.

3.

4.

5.

H. Describe what a Style 4 Leader does (five actions you would see a S4 leader take).

1.

2.

- 3.
- 4.
- 5.

I. Identify the leadership style used in this situation.

You have assigned one of your employees a new task. Because the employee is a top performer, you assume that things will go well. You want the employee to take charge so you haven't offered a lot of advice. The assignment in and of itself is your way of recognizing the employee's past efforts and results. This is the first time you have touched base with the employee in four weeks.

Your leadership style in this situation is \_\_\_\_\_.

J. Identify the leadership style that you plan to use in this situation.

You gave a project to one of your team members a month ago. You need an update. You don't expect that everything has been done. In fact, you heard there is a problem, but you also know projects like these take longer than people think. You have prepared a PERT chart, which you should have given the employee when you first gave her the assignment. You plan to focus on the progress she has made in your meeting with her at 10 o'clock. You want to listen to her concerns. You have looked at your calendar and think it is a good idea to schedule a weekly meeting for the next month or so, so you have blocked out Mondays at 4 o'clock.

The leadership style you are going to use in the meeting is \_\_\_\_\_.

**Session Five**  
*Motivation Feedback Opinionnaire, Part I*  
In-Class Activity

**Directions**

The following statements have seven possible responses.

<i>Strongly Agree</i>	<i>Agree</i>	<i>Slightly Agree</i>	<i>Don't Know</i>	<i>Slightly Disagree</i>	<i>Disagree</i>	<i>Strongly Disagree</i>
+3	+2	+1	0	-1	-2	-3

Please mark one of the seven responses by circling the number that corresponds to the response that fits your opinion. For example: if you "Strongly Agree", circle the number "+3".

Complete every item. You have about 10 minutes to so.

**Questions**

1. Special wage increases should be given to employees who do their jobs very well. +3 +2 +1 0 -1 -2 -3
2. Better job descriptions would be helpful so that employees will know exactly what is expected of them. +3 +2 +1 0 -1 -2 -3
3. Employees need to be reminded that their jobs are dependent on the Company's ability to compete effectively. +3 +2 +1 0 -1 -2 -3
4. A supervisor should give a good deal of attention to the physical working conditions of his/her employees. +3 +2 +1 0 -1 -2 -3
5. The supervisor ought to work hard to develop a friendly working atmosphere among his/her people. +3 +2 +1 0 -1 -2 -3
6. Individual recognition for above-standard performance means a lot to employees. +3 +2 +1 0 -1 -2 -3
7. Indifferent supervision can often bruise feelings. +3 +2 +1 0 -1 -2 -3
8. Employees want to feel that their real skills and +3 +2 +1 0 -1 -2 -3

capacities are put to use on their jobs.

- |     |                                                                                                                      |    |    |    |   |    |    |    |
|-----|----------------------------------------------------------------------------------------------------------------------|----|----|----|---|----|----|----|
| 9.  | The company retirement benefits and stock programs are important factors in keeping employees on their jobs.         | +3 | +2 | +1 | 0 | -1 | -2 | -3 |
| 10. | Almost every job can be made more stimulating and challenging.                                                       | +3 | +2 | +1 | 0 | -1 | -2 | -3 |
| 11. | Many employees want to give their best in everything they do.                                                        | +3 | +2 | +1 | 0 | -1 | -2 | -3 |
| 12. | Management could show more interest in the employees by sponsoring social event after-hours.                         | +3 | +2 | +1 | 0 | -1 | -2 | -3 |
| 13. | Pride in one's work is actually an important reward.                                                                 | +3 | +2 | +1 | 0 | -1 | -2 | -3 |
| 14. | Employees want to be able to think of themselves as "the best" at their own jobs.                                    | +3 | +2 | +1 | 0 | -1 | -2 | -3 |
| 15. | The quality of the relationships in the informal work group is quite important.                                      | +3 | +2 | +1 | 0 | -1 | -2 | -3 |
| 16. | Individual incentive bonuses would improve the performance of employees.                                             | +3 | +2 | +1 | 0 | -1 | -2 | -3 |
| 17. | Visibility with upper management is important to employees.                                                          | +3 | +2 | +1 | 0 | -1 | -2 | -3 |
| 18. | Employees generally like to schedule their own work and to make job-related decisions with a minimum of supervision. | +3 | +2 | +1 | 0 | -1 | -2 | -3 |
| 19. | Job security is important to employees.                                                                              | +3 | +2 | +1 | 0 | -1 | -2 | -3 |
| 20. | Having good equipment to work with is important to employees.                                                        | +3 | +2 | +1 | 0 | -1 | -2 | -3 |

**Session Five**  
*Motivation Feedback Opinionnaire, Part II*  
In-Class Activity

Transfer the numbers you circled in Part I to the appropriate places in the chart below.

Statement #	Score	Statement #	Score
10		2	
11		3	
13		9	
18		19	
<i>Total</i> <i>(Self-Actualization Needs)</i>		<i>Total</i> <i>(Safety Needs)</i>	
Statement #	Score	Statement #	Score
6		1	
8		4	
14		16	
17		20	
<i>Total</i> <i>(Esteem Needs)</i>		<i>Total</i> <i>(Basic Needs)</i>	
Statement #	Score		
5			
7			
12			
15			
<i>Total</i> <i>(Belonging Needs)</i>			

Record your total scores in the chart below by marking an “X” in each row next to the number of your total score for that area of needs motivation.

Needs	Low Use		-8	-6	-4	-2	0	+2	+4	+6	+8	High Use	
	-12	-10										+10	+12
Self-Actualization													
Esteem													
Belonging													
Safety													
Basic													

Once you have completed this chart, you can see the relative strength of your use of each of these areas of needs motivation.

There is, of course, no "right" answer. What is right for you is what matches the actual needs of your employees and that, of course, is specific to each situation and each individual. In general, however, the "experts" tell us that today's employees are best motivated by efforts in the areas of belonging and esteem.

**Session Five**  
*Leadership Reflection Journal*

Some thoughts I have about leadership, and myself as a leader as a result of class this evening include....

I might want to consider writing about, or thinking more about. . . .

**Session Six**  
*Reflection Paper #4: The Followers*

Considering the implications of Chapters 9 and 10 of *Leadership: Enhancing the Lessons of Experience*, write a paper that applies this material to an actual leadership context. Keep in mind that you will also be asked to use the context you select for this assignment in Reflection Paper #5: The Situation. Contexts may include a team that you either formally or informally lead, the department you supervise, your congregation or the ministry you lead, a small group Bible study, or your family. Integrate the course readings into your paper to demonstrate the links between the research and your specific context. Please limit the paper you submit to five pages. This assignment is due at the beginning of Session Six.

**Grading**

A. The papers are not intended to be as “fine-tuned” as the final Applied Learning Paper. However, they do reflect a total of 50% of the final grade (10% each). These papers will be evaluated based on:

1. form (typed, appearance, grammar, organization)
2. understanding of principles (evidence of careful reading)
3. meaningful reflection and application, complexity of thought (thoughtful reflection, analysis and application).

B. You will receive:

- |           |                                                                               |
|-----------|-------------------------------------------------------------------------------|
| 10 points | excellent paper, worthy of distribution as an example                         |
| 8 points  | good paper, clear writing and good analysis                                   |
| 6 points  | paper lacks form, understanding of cited principles or complexity of thought. |
| 4 points  | paper is unacceptable in form and presentation of thought                     |

**Session Six**  
*Problem Solving Worksheet*  
In-Class Activity

**Problem:**

**Controlling Criteria:**

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

**Options / Alternative Solutions:**

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.

**Session Six**  
*Problem Solving Worksheet: The Selection Grid*  
In-Class Activity

**Individual Scores**

Options	Decision Criteria						Total
	1	2	3	4	5	6	
1.							
2.							
3.							
4.							
5.							
6.							
7.							
8.							

**Group Scores**

<b>Options</b>	<b>Decision Criteria</b>						<b>Total</b>
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	
1.							
2.							
3.							
4.							
5.							
6.							
7.							
8.							

**Group Recommendation and Rationale:**



**Session Six**  
*Leadership Decision Case: Number One*  
In-Class Activity

**Setting**

Computer software company

**Your Position**

Manager of a software developing group

**The Situation**

You supervise a group of twelve computer programmers, and the head of the software division (your boss) just asked you to assign three of them to support an unplanned but critical programming effort in another part of your company. They will be needed for one week. This effort is vital to the organization and each one of your twelve programmers is well-qualified to support it.

The programmers you choose will be under no hardship since they will be working in the same building and will not be doing any more work than if they worked in their regular areas.

You are very familiar with all of your programmers and could easily choose three who would perform acceptably supporting this rush project. Furthermore, supporting this effort will cause no problems to your own unit since you can schedule your own group's project to allow for the three programmers' absence for the week.

**Which decision style(s) would YOU choose in this situation?**

AI

AII

CI

CII

GII

**Session Six**  
*Leadership Decision Case: Number Two*  
In-Class Activity

**Setting**

Headquarters of large manufacturing company

**Your Position**

Project director

**The Situation**

You have been appointed to help develop a new training program which, if successfully tested, will be implemented throughout your national company. In fact, you developed the proposal for this experimental program in the first place. It is the most innovative step to improve training the company has ever undertaken, and the president is optimistic it might significantly enhance productivity. On the other hand, a number of other middle and senior company leaders are quietly skeptical as to whether this radical new approach to training will be worth its cost.

One of the keys to success will be the quality of personnel selected to help refine the program and be on your training staff. You have “carte blanche” to select six individuals of the appropriate grade level so long as you hire from within the company’s large headquarters staff. You are sure most candidates will see selection to this program as a “plum” since the project clearly has the company’s personal interest. The problem is who among these volunteers to select? You want individuals who will commit their talents to your concepts, not those who just want to “look good” by being involved in a glamorous program. So far you have not found the company’s personnel files very helpful in identifying people with the qualities you need, and you don’t have time to personally interview all the possible candidates. Therefore, it seems likely you will need to rely on the personal recommendations of the company’s eight division managers who, collectively, do know the candidates well. Unfortunately, these include some of the very same managers who question the program’s value. What’s more, you fear they may see the upcoming selections as an opportunity for them to “dump” their less productive employees on you.

**Which decision style(s) would YOU choose in this situation?**

- AI
- AII
- CI
- CII
- GII

**Session Six**  
*Leadership Reflection Journal*

Some thoughts I have about leadership, and myself as a leader as a result of class this evening include....

I might want to consider writing about, or thinking more about. . . .

## Session Seven

### *Reflection Paper #5: The Situation*

Chapters 11-13 apply to leadership and The Situation. Drawing from this material, along with additional course reading and exercises that may help you to diagnose, analyze and describe your leadership Situation, write a paper that describes the context you selected for Reflection Paper # 4. Integrate the course readings into your paper to demonstrate the links between the research and your specific context. Please submit a paper of no more than five pages. This paper is due at the beginning of Session Seven.

### **Grading**

A. The papers are not intended to be as “fine-tuned” as the final Applied Learning Paper. However, they do reflect a total of 50% of the final grade (10% each). These papers will be evaluated based on:

1. form (typed, appearance, grammar, organization)
2. understanding of principles (evidence of careful reading)
3. meaningful reflection and application, complexity of thought (thoughtful reflection, analysis and application).

B. You will receive:

10 points      excellent paper, worthy of distribution as an example

8 points        good paper, clear writing and good analysis

6 points        paper lacks form, understanding of cited principles or complexity of thought.

4 points        paper is unacceptable in form and presentation of thought

