

DMN 9964: Personal Leadership: Character, Self-Awareness, and Power

ASHLAND THEOLOGICAL SEMINARY

August 31–December 4, 2020

(Intensive week: October 5 – 9, 2020)

8:00 a.m. – 5:00 p.m., Ashland Campus

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(Email is best means of contact, due to working from home)

I. Course Description

This course will equip students to discern and develop personal leadership character. This course instructs students to understand how to lead one's self, not only lead others in ministry. The course will deal with the use and misuse of power in leadership. The course will also address integrity, along with biblical roles and models of leadership. Transformation of the leader will be the focus of this course.

This is a week-long intensive course in the Doctor of Ministry program at Ashland Theological Seminary. It is imperative that the assigned readings and pre-assignments be completed prior to the start of the week-long intensive portion. If you are unable or do not complete the required pre-assignments, you will be asked to withdraw from the course. Please see the description of assignments for more information on due dates and submission guidelines.

II. Student Learning Outcomes

This course format consistently meets the same quality, assessment, learning outcomes, and requirements of the traditional face-to-face semester offering of this course. For fall 2020, the sessions for this class may be offered 100% face-to-face in a physical classroom (with remote access for pre-scheduled students) 100% face-to-face virtually using technologies such as Zoom or Collaborate, as a combination of face-to-face sessions and digital activities/lectures (virtually or in-person), or as a combination of any of these elements. In the event of extended disruptions of normal classroom activities due to the pandemic, the format for this course may be modified to utilize 100% face-to-face virtual/digital classroom sessions.

The student will be able to:

1. Integrate biblical, theological, and historical reflection within the practice of ministry *with a specific focus on the moral dimensions of leadership.*
2. Apply relevant practices of ministry *gleaned from the biographical sketch.*
3. Demonstrate social science research, assessment, and interpretation within the context of ministry *by integrating these sources into the course project.*

4. Engage in expression of fundamental commitments related to self-care and personal growth necessary to ministry *by identifying areas for growth learned through the course readings.*

III. Course Requirements

A. Textbooks

Banks, Robert, and Bernice M. Ledbetter. *Reviewing Leadership: A Christian Evaluation of Current Approaches*. Grand Rapids, MI: Baker Academic, 2004. 135 pp. ISBN: 0-8010-2690-3. A helpful summary of leadership theories, with thoughtful Christian perspectives. Includes a substantial bibliography on leadership (pp. 147–163).

Barton, Ruth Haley. *Strengthening the Soul of Your Leadership: Seeking God in the Crucible of Ministry*. Downers Grove, IL: InterVarsity Press, 2008. 225 pp. ISBN: 978-0-8308-3513-3. Drawing heavily from the life of Moses, this work deals with ministry leadership, and underscores the importance of pursuing God throughout.

Dungy, Tony. *The Mentor Leader: Secrets to Building People and Teams that Win Consistently*. Carol Stream, IL: Tyndale Publishers, 2010.

Foster, Richard. *The Challenge of the Disciplined Life: Christian Reflections on Money, Sex and Power*. New York: HarperCollins, 1985. 284 pp. Foster carefully considers the trio of principal influences that can derail anyone, including leaders. ISBN: 0-06-062828-6.

Kouzes, James M., and Barry Z. Posner. *Credibility: How Leaders Gain and Lose It, Why People Demand It*. San Francisco, Jossey-Bass: 1993. 287 pp. ISBN: 1-55542-550-X. A study-based exploration of leadership theory, arguing for the importance of various character facets which the authors summarize as ‘credibility.’

Milco, Michael R. *Ethical Dilemmas in Church Leadership: Case Studies in Biblical Decision Making*. Grand Rapids, MI: Kregel, 1997. 185 pp. ISBN: 0-8254-3197-2. Milco presents a series of ministry-related ethical case studies that will stimulate our thinking about leadership character.

Robinson, Bill. *Incarnate Leadership: Five Leadership Lessons from the Life of Jesus*. Grand Rapids, MI: Zondervan, 2009. 112 pp. ISBN: 978-0-310-53087-9 (previously 978-0-310-29113-8. For over three decades, Robinson has served as president of Whitworth College (a Presbyterian school in Spokane, Washington). This short work draws from John 1:14, with practical implications for how to conduct ourselves as leaders.

B. Attendance

The one-week intensive portion of the course will be conducted in-person on the Ashland campus. Being on-campus will simplify library access (although some access restrictions may persist, due to health safety concerns). If, instead, you need to attend via Zoom, you will need to provide for the following elements:

- a. High-speed internet connection

- b. A private room to participate in Zoom sessions, where you will not be interrupted
- c. Ear device (such as headset) with microphone

Appointments can be arranged with the instructor, whether in-person (if you choose to come to campus) or by Zoom or by phone.

According to the Student Handbook, attendance at all class sessions is expected, unless the professor has been notified in advance and has approved the absence. Students should be on time and should stay through the duration of all classes. Any student missing more than six class hours will be required to do additional work, receive a lower grade, audit or withdraw from the class, or be penalized otherwise at the discretion of the professor. **This policy also includes tardiness.**

A Note About Classroom Etiquette: The ability and willingness to “be fully present” is an important habit and disposition in ministry where we need to “be fully present” to God, parishioners, clients, counselees, friends, family members, tasks, etc. Please see our course as an opportunity to practice being fully present to God and to each other by minimizing distractions and focusing on the tasks at hand. Please bring all of your materials to class. Please turn off cell phones and other devices that connect you with the outside world while in class (you will have time during breaks to respond to telephone calls). And please resist the temptation to log in, check email, surf the web, and stay on-line on your computers unless asked to do so for our conversations in class.

C. Assignments/Assessment of Student Learning

1. **Critical readings-reflection paper (a pre-assignment):** Prior to the start of class, please read and write a reflection paper for the textbooks by these authors:
 - a. **Banks and Ledbetter**
 - b. **Kouzes and Posner**
 - c. **Foster**
 - d. **Dungy**
 - e. **Barton**

At the end of the syllabus is a template for this reflection paper. This paper will demonstrate your reading and grasp of the main ideas of five (5) of the required textbooks, your integration of their ideas as they apply to the focus in our course, and the questions you wish to raise. We will use the questions you generate to guide our discussions in class throughout the week. Please follow the instructions on the template to complete this reflection paper pre-assignment.

The reflection paper is due one week before the start of the class, on **Monday, September 28 by midnight to Blackboard. Late submissions will be not be accepted for credit.**

2. **Case Studies (a pre-assignment):**

- a. After reading the entire book by Milco, select three (3) of the case studies found there which interest you, and concerning which you would be willing to lead a class discussion during our intensive week. In the discussion, with each of the three case studies you choose, you will (i) provide a brief review of the case study, (ii) describe your assessment of how the recorded solution worked out, and (iii) indicate two alternatives that the persons in that scenario might have pursued instead. Be prepared to lead the class discussion on these three studies. **Turn in a statement listing which three studies you will lead in class discussion** (only a listing of those three is needed as a written assignment).

Your list of three is **due on Friday of Week 3** (Sept. 18).

- b. Select three (3) additional case studies from Milco which interest you (which you hope we will get to discuss in class). **Turn in a statement listing these three additional studies**, which you hope we will discuss lead in (only a listing of those additional three is needed as a written assignment).

Your list of three is **due on Friday of Week 3** (Sept. 18).

- c. **Compose three (3) case studies** of your own, where leadership and character intersect. These should be drawn from your personal experience or from scenarios you have heard about. These may pertain either to ministry settings or non-ministry settings. **Each study** should be a **maximum of 2 pages, double-spaced**. They should consist of the following four parts, signaled by a heading.

The three case studies that you compose are **due at the beginning of the first class session** of the intensive week (**8:30 a.m., Monday, October 5**).

- i. Case Study Title (one line identifying the particular scenario)
 - ii. Statement of the Problem (a brief explanation of the dilemma)
 - iii. Solution Employed (a description of how the principal parties actually reacted or resolved the dilemma)
 - iv. Analysis (your personal assessment of the solution that was employed—was it satisfactory / beneficial? Or in retrospect should the parties have pursued a different solution? If ‘different,’ what might you recommend?)
3. **Lead a brief devotional** during intensive week: Select one of the five chapters in Robinson’s *Incarnate Leadership* which you will lead as a class devotional during our intensive week. Also select a second-choice chapter in Robinson. In the 5–10 minute devotional you will review highlights from the Robinson chapter, offer your personal perspectives, and guide a brief discussion.

Report your selection (first-choice and second-choice Robinson chapters) by the end of Week 2 (Friday, Sept. 11). No other writing is required for this assignment.

4. **Comparative biographical sketch** of two leaders: On the first day of class, we will organize into teams to work on comparative biographical sketches of leaders known for their influence, integrity, and moral courage. Each team will compare two leaders. We will generate a list together for this project. You will be given time during the intensive week to work on this, enabling you to access the library and other sources in your research and writing of a collaborative 10-page paper, to be presented in the course of the intensive week.

Instructions for this assignment will be given on the first day of the week-long class. **It will be due on Thursday, October 8.**

5. Course project

This course is one of the required courses for your program and has direct relevance to your DMin project. You have four options for this assignment that parallel the work you will do for your DMin project.

- a. *Option #1* – You may create a **biblical/theological framework for leadership** germane to the course topics and your possible DMin project. This option will require that you select two or three Scriptural texts (no proof texting, please!) that you will exegete. From your exegesis, you must draw well thought-out theological conclusions that will ground and guide your leadership practices and commitments.
- b. *Option #2* – You may compose **an historical biographical sketch** of a leader who is a model of influence, integrity and moral courage. This option will require primary source research on this individual's writings (or sermons) along with secondary sources.
- c. *Option #3* – You may conduct **an extensive literature review and analysis** of pertinent sources on the moral dimensions of leadership. This assignment will require the use of journal articles as well as significant texts relevant to your topic. This option will require skills in summary and synthesis, and critical analysis as you identify trends, implications, insights and applications from your literature review.
- d. *Option #4* – This is diagnostic in nature. Identify **a particular concern or problem in your ministry context** to describe and evaluate. This may become the focus of your DMin project. The concern you address must also be placed in a larger historical/social context, drawing on research that helps you to understand the various dimensions of this issue from a variety of perspectives. Social science research will be important to help you more fully understand the complexities of this issue.

Requirements for course project:

1. All options require in-depth research and a well-developed bibliography of least twelve scholarly sources (this will be higher for those choosing option #3).
2. All options require a well-researched, well-organized and well-written 20-page paper (excluding bibliography). The structure of your paper must be clear and easy to follow:

an introduction, a clear statement of your topic, a body of material that supports your topic, and a conclusion. Please follow the guidelines in the Doctor of Ministry Writing Handbook.

3. A one-page **proposal** on your project that identifies which option you choose, containing the following: (a) a brief description of your topic, (b) a descriptions of its relevance to your ministry context and possible project, (c) a proposed outline for your paper, and (d) an initial list of the twelve sources you will use.
4. **The proposal is due by Friday, October 16,**
5. **The completed project is due Friday, December 4.**

Important Reminders: The abilities to organize workloads and schedules, to meet deadlines and fulfill commitments are important competencies and expectations for Christian leadership and ministry. Therefore, please keep in mind the following:

- It is expected and assumed that you will turn in assignments on the due dates listed in the syllabus. **There is a 2-point deduction for each day an assignment is late. Assignments submitted more than one week late will not be accepted for earning credit.**
- There will be no extensions or incompletes granted except in extenuating circumstances (such as a death in the family).

D. Calculation of Grade and Connection with Learning Outcomes

<i>Assignments</i>	<i>Student Learning Outcomes</i>	<i>Percent of final Grade</i>
Critical readings-reflection (pre-assignment)	1	25%
Case studies (review of three Milco studies, and composition of three studies of your own, pre-assignment)	2, 4	15%
Biographical sketch (team project)	2	15%
Robinson devotional presentation	4	5%
One-page proposal	1, 3	5%
Course integration project	1, 3	35%

IV. Tentative Course Schedule

<i>Week #</i>			<i>Assignment due by 5 p.m. on Friday of this week</i>
Wk 1	Week ending Friday, Sept. 4		Self-introduction
Wk 2	Week ending Friday, Sept. 11		Select one of the chapters of Robinson which you will present as devotional during intensive week (also list second-choice chapter from Robinson).
Wk 3	Week ending Friday, Sept. 18		Case studies: (a) List of three from Milco that you will present, and (b) list of three from Milco that you would like the class to discuss
Wk 4	Week ending Friday, Sept. 25		Critical reflection paper due (Pre-assignment). [This requires reading of five course textbooks.]

Wk 6	Oct. 5 – 9 (Mon–Fri)	One-Week Intensive	
	Date	Lecture/Topic	Readings/Assignments
Day 1	Monday, October 5 (starts at 8:30 a.m.)	* Orientation: Models of Leadership (Banks and Ledbetter) * Leadership: Scriptural Principles	Case studies: Three of your own case studies (due at start of class)
Day 2	Tuesday, October 6	* Leadership and Credibility (Kouzes and Posner)	
Day 3	Wednesday, October 7	* Leadership and Moral Disciplines (Foster)	

Day 4	Thursday, October 8	* Leadership as Mentoring (Dungy) *Team presentations on biographies	
Day 5	Friday, October 9	* Leadership and Ministry (Barton) * Wrapping Up	
Wk 7	Week ending Friday, October 16		One-page proposal due (for course project)
Wk 14	Week ending Friday, December 4		Course project due

V. Seminary Guidelines

A. ATS Academic Integrity Policy

Ashland Theological Seminary expects each student to uphold the Seminary’s core value of academic excellence by contributing to an environment that is both challenging and supportive. In such an environment a student will neither seek nor offer improper assistance. All students have an obligation to be forthright in their academic endeavors and to respect ethical standards. The work that one submits for academic evaluation must be one’s own, unless an instructor expressly permits certain types of collaboration. Academic integrity requires that each student will use one’s own capabilities to achieve one’s fullest potential and will neither offer nor accept aid that is not in keeping with regularly accepted standards of academic integrity. Failure to conform to this conduct shall constitute academic dishonesty. For further details of Academic Integrity Policy, please see the *Student Handbook*.

B. Ashland Multiliteracy Center for Writing, Speaking, And Digital Communication

The Ashland Multiliteracy Center Service can help you brainstorm, draft, and revise your writing assignments in your graduate Seminary classes. Masters and doctoral qualified Consultants can advise you online or in person.

To schedule an appointment, visit [AshlandMultiliteracy Center](https://ashland.mywconline.com/) (abbreviated AMuLit Center) (<https://ashland.mywconline.com/>). Or you may go to (<https://www.ashland.edu/administration/graduate-online-adult-center-academic-support/resources-students/graduate-writing-consultation>) and scroll down to the heading “For online appointments.”

C. Accessibility Resources and Accommodations

It is Ashland University's goal that learning experiences be as accessible as possible. If you anticipate or experience physical or academic barriers based on a disability, please contact the Student Accessibility Center at 419-289-5904, or send an email to dservices@ashland.edu. The Student Accessibility Center office and the course instructor will work together in order to establish accommodations and to meet your learning needs.

D. ATS Grading Scale

Grade	Quality	Percent	Description
A	4.0	97-100	Superior achievement of course objectives, diligence and originality, high degree of freedom from error, outstanding evidence of ability to utilize course knowledge, initiative expressed in preparing and completing assignments, positive contributions verbalized in class.
A-	3.7	92-96	
B+	3.3	89-91	
B	3.0	86-88	Good work submitted, commendable achievement of course objectives, some aspects of the course met with excellence, substantial evidence of ability to utilize course material, positive contributions verbalized in class, consistency and thoroughness of work completed.
B-	2.7	83-85	
C+	2.3	80-82	
C	2.0	77-79	Acceptable work completed, satisfactory achievement of course objectives, demonstrating at least some ability to utilize course knowledge, satisfactory class contribution.
C-	1.7	74-76	
D+	1.3	71-73	
D	1.0	68-70	Passing but minimal work, marginal achievement of course objectives, poor performance in comprehension of work submitted, inadequate class contributions.
D-	0.7	65-67	
F	0	Below 65	Unacceptable work resulting in failure to receive class credit, inadequacy of work submitted or of performance and attendance in class.

VI. Selected Bibliography or References

- Bennis, Warren. *On Becoming a Leader*. Cambridge, MA: Perseus Books, 1994. This gives numerous principles useful for secular leadership. Little emphasis on character.
- Blackaby, Henry T., and Blackaby, Richard. *Spiritual Leadership: Moving People on to God's Agenda*. Nashville, TN: Broadman & Holman Publishing Group, 2001. 288 pp. ISBN: 978-0-8054-1845-3. Though not aimed especially at leaders, this work speaks often of character, and is distinctly Christian in outlook.
- Crosby, Philip. *The Absolutes of Leadership*. San Francisco, Jossey-Bass: 1996. This is part of the "Warren Bennis Executive Briefing Series" of books. Many good pointers for leadership, from which character-related insights can be extrapolated.
- DePree, Max. *Leadership Is an Art*. New York: Doubleday, 2004. DePree is a prominent voice in the field of secular leadership. He operates from a Christian framework, emphasizing how one should treat others in a leadership context. DePree was CEO of a furniture company.
- _____. *Leadership Jazz*. New York: Dell, 1992. This is an earlier work by DePree, containing various practical points applicable for most any leadership environment.
- Fluker, Walter Earl. *Ethical Leadership: The Quest for Character, Civility, and Community*. Minneapolis, MN: Fortress Press. Dr. Fluker recommends leadership ethics grounded in "the way of the storyteller," especially for African-American contexts.
- Graves, Stephen R., and Thomas G. Addington. *Life@Work on Leadership*. San Francisco, Jossey-Bass: 2002. An anthology of short readings, largely Christian in perspective. Bibliography lists over 100 titles on leadership.
- Greenleaf, Robert. "Servant: Retrospect and prospect." In Stephen R. and Thomas G. Addington, eds., *Life@Work on Leadership*. San Francisco, Jossey-Bass: 2002, pp. 113–142. In this article Greenleaf urges institutions to embrace a servant mentality.
- _____. *Servant Leadership*. New York: Paulist Press, 1977. This classic was written by an executive at AT&T (Director of Management Development), and is grounded in Judeo-Christian values.
- Guinness, Os. *When No One Sees: The Importance of Character in an Age of Image*. Colorado Springs, CO: Navpress: 2000. Written for a lay Christian audience, this deals with personal character generally (not focusing on leaders).
- Hesselbein, Frances, Marshall Goldsmith, and Iain Somerville, eds. *Leading for Innovation and Organizing for Results*. San Francisco: Jossey-Bass, 2002. Twenty-three brief essays by various secular leaders, with a focus on environments that foster innovation, resulting in future success.
- Hesselbein, Frances, Marshall Goldsmith, and Richard Beckhard, eds. *The Leader of the Future: New Visions, Strategies, and Practices for the Next Era*. San Francisco: Jossey-Bass, 1996. This collection of thirty-one essays by recognized leaders in various industries discusses what sort of skills people will need, to be effective as future leaders. Character is not a primary focus.

- Kelleher, Herbert David. <https://www.southwestmag.com/herb-kelleher/> . This brief article summarizes the leadership legacy of Kelleher, CEO of Southwest Airlines. How he treated others is noteworthy.
- Koller, Frank. *Spark: How Old-Fashioned Values Drive a Twenty-First-Century Corporation: Lessons from Lincoln Electric's Unique Guaranteed Employment Program*. New York: PublicAffairs, 2010. The unusual values pursued by this Ohio welding company resulted in high and durable morale among workers, and excellent profits that benefitted all in the company. The model of Lincoln Electric is routinely referenced in MBA programs.
- Langford, Joseph. *Mother Teresa's Secret Fire*. Huntington, IN: Our Sunday Visitor Publishing, 2008. This offers a spiritual biography of Mother Teresa, written by the individual entrusted with founding the men's ministry parallel to Sisters of Charity.
- Manz, Charles C. *The Leadership Wisdom of Jesus: Practical Lessons for Today, 2nd ed.* San Francisco: Berrett-Koehler Publishers: 2005. Although drawing from the teachings of Jesus, this is not aimed at religious readers. The focus is on leadership of the self, which involves personal character. Manz is a recognized figure in leadership literature.
- Maxwell, John C. "Integrity." In Stephen R. and Thomas G. Addington, eds., *Life@Work on Leadership*. San Francisco, Jossey-Bass: 2002, pp. 189–203. In this article, Maxwell talks about integrity as foundational to a leader's character.
- Rima, Samuel D. *Leading from the Inside Out: The Art of Self-Leadership*. Grand Rapids, Mich.: Baker Books, 2000. Emphasis on intentionality in personal character, with suggestions in fashion as a workbook.
- Wells, David F. *Losing Our Virtue: Why the Church Must Recover Its Moral Vision*. Grand Rapids, MI: Eerdmans, 1998. Wells addresses need for the Church generally to reinforce its moral character at the close of the 20th century. This does not concentrate on the personal character of leaders.

Template for critical reflection pre-assignment on five books (due on September 28)

Please use the following template for the pre-assignment critical interaction with the required textbooks. The paper should be at least 10–15 pages in length (two-to-three pages for each of the five books listed below), double-spaced. You may use parenthetical references, properly formatted, for citing from or referring to authors. Separate your paper into five parts, one for each resource, in the sequence given below (Parts 1–5).

With **each resource**, please respond to **each** of the following four prompts (reference specific page numbers in the respective resources, wherever possible):

- (a) What new insights did you find helpful as regards **personal character associated with leadership**? (Note the page numbers.)
- (b) What (if anything) did you disagree with (or what did you feel was overlooked), and why would that be a concern? (Note the page numbers.)
- (c) Were there any concise statements worth hanging onto (which you may find useful in the future)? (Note the page numbers.)

(d) **And especially**, what questions did this resource bring to your mind? (Note the page numbers.) Your questions will provide much of the grist for our face-to-face discussions in the intensive week together.

Part 1: Banks and Ledbetter, *Reviewing Leadership: A Christian Evaluation of Current Approaches*: The overview of various approaches to leadership provided in this resource will provide vital orientation for our study. Interact with this resource by responding to each of the four prompts listed above.

Part 2: Kouzes and Posner, *Credibility: How Leaders Gain and Lose It, Why People Demand It*: This resource focuses fairly specifically on character in leadership. Interact with this resource by responding to each of the four prompts listed above.

Part 3: Foster, *The Challenge of the Disciplined Life*: This resource deals with three foci of character that are applicable to anyone (whether or not he or she is a leader). Begin by reading the entire book, making notes for your own use concerning important points. Then choose one (1) of the three main parts (either Part I on money [chs. 2–5], or Part II on sex [chs. 6–9], or Part III on power [chs. 10–13]), and respond to the four prompts above, concentrating only on that one part that you selected.

Part 4: Dungy, *The Mentor Leader*: As indicated by the title, this resource concentrates particularly on the priority of leaders to cultivate the capabilities of those whom they lead, helping them rise to greater heights. Interact with this resource by means of the four prompts, above.

Part 5: Barton, *Strengthening the Soul of Your Leadership*: Drawing often from leadership in the life of Moses, Barton speaks to men and women entrusted with the spiritual care of others. Each chapter closes with simple recommendations under a heading, “Practice.” As before, respond to the four prompts above.