



## **ED 503 Leadership & Leadership Formation (3) Winter 2005**

**Richard Emilson,  
Associate Professor of Church Education**

Professor's office: 731

Class times: Tues/Thurs 11:15-12:30 (Section 1); Thurs 7:00-10:00 (Section 2)

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Class location: Tuesday/Thursday Rm. 809; Thursday evening 631

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

### **Course Description**

Students will grow in their responsibility, spirituality and identity as leaders. They will develop their personal and organizational skills in vision, character development, self-management, motivation and leadership style. They will increase their ability to manage the following: change, strategy, conflict, time, finances, institutional and contextual culture, power, recruitment, placement, diversity and giftedness, delegation, meetings, and self-managing teams. Students will be able to develop leaders using equipping and multiplication strategies. *Prerequisite: ED 501.*

### **Goals**

The learner will:

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

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

#### Formational Goals

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

#### Ministerial Formational and Integration Goals

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

#### **Textbooks**

These textbooks are required for this class.

Goldsmith, M., Morgan, H., Ogg., A. J., Fitzgerald, N., & Hasselbein, F., eds. *Leading Organizational Learning*. San Francisco: Drucker Foundation/Jossey-Bass, 2004.

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

Finzel, H. *Empowered Leaders*. Nashville, TN: Word, 1998.

One of:

Jones, O. G.. *Parliamentary Procedure at a Glance: Group Leadership Manual for Chairmanship and Floor Leadership*. New York: Hawthorn Dutton, 1971.

Robert, Henry M. *Robert's Rules of Order Newly Revised, 10<sup>th</sup> Edition*. Cambridge, MS: Perseus, 2000.

Recommended (*not* required):

Mallory, Sue and Brad Smith. *Equipping Church Guidebook*. Leadership Training Network / Zondervan, 2001.

Mallory, Sue. *Equipping Church*. Zondervan, 2001.

## Assignment Summary

### **Requirements**

You will need to complete the following:

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

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

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

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

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

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

The final paper will about fifteen (and not more than twenty) pages (plus bibliography) in formal style (APA or Turabian). Remember that because it is double-spaced this paper is not very long. It must, however, be well researched and convincing. Are you formal and polite? well-informed? convincing? concise? Imagine, perhaps, a denominational, mission or school board reading your paper. Is this approach worth putting money and resources into? Does it solve a real problem? Further information on paper writing is available in the professor’s *help for students* folder on the AUC network.

## **2. Parliamentary Procedure Assignment**

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

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

## **3. Leader Equipping Strategy**

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

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

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

Please *do not* summarize books in a response paper. Instead, this is to be more of a personal evaluation. You may critique, indicate how the book made you feel, raise questions the book caused you to ask, integrate principles with Scripture, etc. For a more complete explanation as to how to do a book review consult my *help for students* folder on the AUC network.

## **5. Response to Finzel**

Each student (student team) will select a chapter from Finzel to present to the class (10 to 15 minutes). Learners are encouraged to be creative. Handouts are suggested. You are

free to go beyond Finzel if you choose, although that is not required. Learners will also affirm that they have read the entire text. Finzel is expected to be read before that class.

### **6. Personal Leadership Formation**

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

### **7. Participation and Benfari reading**

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

### **8. Best ideas**

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

### **Intranet**

Students are expected to have access to the campus Intranet. The professor posts material in his directory (S:\Professors\Richard Emilson\). Information and readings on Leadership are found in the *Leadership* folder. Style guides for papers and book reviews as well as general help for writing papers are available in the *Help for students* folder.

## **Academic Policies and Procedures**

All assignments should include the student name, course name and student box number clearly marked on the front. All assignments are to be submitted to the professor’s mailbox on the 7<sup>th</sup> floor (by the main CTS office), rather than to the professor. Assignments are due before class on Thursday, but written work may be submitted after class as applicable for oral presentations. Students are encouraged to assist each other for proofreading, editing and improved critical thinking. Students may also request for the professor to scan assignments well-prior to due date for suggestions for improvement. *Students shall retain duplicate copies of all work submitted.* Assignments will be returned through inter-campus mail (or through a stamped self-addressed envelope). Undeliverable assignments are destroyed after one year.

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

The Professor might, during the course, make modifications to this syllabus in consultation with the class during a class session. Students should ensure that they carefully note such changes. Students are responsible to check with fellow students regarding any material they may have missed during absences.

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

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

The seminary maintains a zero tolerance policy on plagiarism and academic dishonesty. Plagiarism and academic dishonesty can result in a failing grade for an assignment, for the course, or immediate dismissal from the seminary. Even unintentional plagiarism is to be avoided at all costs. Students are expected to be familiar with the policy statements in the current academic calendar and the student handbook that deal with plagiarism, academic dishonesty (cheating), and the penalties and procedures for dealing with these matters. All cases of academic dishonesty are reported to the Academic Dean.

Jan 6	
Jan 13	Select chapters for Finzel response
Jan 20	Personal leadership formation plan
Jan 27	No class (CTS Winter retreat)
Feb 1 (Tu) / 3 (Thur)	Finzel response presentations. Finzel read.
Feb 10	No class (National CMA CE Meetings)
Feb 17	No class (Internship Seminar)
Feb 24	No class (Wintersession)
Mar 3	Research paper
Mar 10	Benfari read
Mar 17	Reading response papers (collateral reading completed).
Mar 24	Parliamentary procedure completed. Reading report.
Mar 31	Personal leadership formation report. Leader Equipping Strategy
Apr 7	Best ideas.

No class on Tuesday Feb 15, 22 or March 15

No class on Thursday Jan 27, Feb 10, 17, 24