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**LEADERSHIP HERE AND NOW:
ADVANCED LEADERSHIP SKILLS AND PRACTICE
(SAH-PT 653)**

PURPOSE

Theologically trained leaders serving large or small organizations must attend to a wide range of issues, ranging from spiritual discernment to interpersonal and group dynamics to organizational identity, administration, and mission. All this takes place within the context of particular communities, circumstances, and the world. To lead effectively requires the ability to focus on the “here and now” in a particular context or situation, but also to step outside the immediate situation and gain a broader perspective. This course provides tools, insights, and practical guidance concerning the leadership competencies that will help you lead with insight in any situation. This course is required for MA-PPL (with the exception of those in the Spiritual Care specialization) and MDIV students, to augment other courses in the Pastoral and Public Leadership track.

PREREQUISITES

The Leadership Studio (PT651/652) is normally a prerequisite for this course for MDIV and part-time MA-PPL students. Full-time MA-PPL students (and others with permission of an instructor) may register for this course in conjunction with the Studio.

COMPETENCE OBJECTIVES

Expected outcomes for students include:

- Ability to analyze leadership issues in real-life situations and in case studies
- Expanded capacity for assessing organizational culture and health
- Greater skill in recognizing the adaptive leadership challenges in a situation
- Increased ability to articulate a theologically informed view of leadership
- An individualized learning plan for leadership growth beyond this course

FORMAT AND CONTENT

The class is 1.5 credit course taught in an intensive style over consecutive days, February 27-29, 2020. The class begins Thursday evening from 6:00-9:00 p.m., and continues from 9:00 a.m. to

5:00 p.m. on Friday and Saturday. All students must attend all sessions of the course in person, unless permission to be absent due to extenuating circumstances is granted by the instructor. The course is a combination of lecture presentations, readings, participatory activities, group discussions, and follow-up assignments during the semester. The concepts and skills developed in this course are designed to enhance and augment a student's learning in Studio and Field Education, and to support the MDIV Position Paper and the MA-PPL Capstone Project.

TEXTS

Students should purchase books through Amazon or another source.

Required Readings

- The Arbinger Institute, *Leadership and Self-Deception*. San Francisco, California: Berrett-Kohler Publishers, Inc. 2010. **NOTE: This book should be read before the intensive weekend.**
- Heifetz, Ronald A, and Marty Linsky. *The Practice of Adaptive Leadership: Tools and Tactics for Changing Your Organization and the World*. Boston, Massachusetts: Harvard Business Review Press, 2009.
- And, **one additional book from the Recommended Reading** list chosen in consultation with the instructor *after* the intensive weekend course.

COURSE CALENDAR

Thursday, February 27, 2020	6:00 p.m. – 9:00 p.m.
Friday, February 28, 2020	9:00 a.m. – 5:00 p.m.
Saturday, February 29, 2020	9:00 a.m. – 5:00 p.m.

EXPECTATIONS, ASSIGNMENTS, AND EVALUATIVE CRITERIA

This course is graded on an “Approved/Not Approved” basis. Students will be evaluated on their attendance at all class sessions, engagement in the activities and discussions of the course, and completion of the required readings and assignments. Timely completion of all assignments is necessary to receive a mark of “Approved.”

1. **Class participation:** Students are expected to participate in all class discussions and activities, and to demonstrate their readiness to be fully present to others as well as to their own learning and process.
2. **Case Study:** Following the intensive weekend, students will use material introduced in the course to prepare a case study of a real-life leadership situation of their choice. Specific guidelines will be provided during the intensive weekend.
3. **Personal Learning Plan:** Students will submit a brief paper (no more than 500 words) stating their personal goals for continued growth in leadership beyond this course. Due at the

end of the term (April 24, 2020).

RECOMMENDED READING LIST

Allender, Dan B. *Leading with a Limp*. Colorado Springs: WaterBrook Press, 2006.

Baldwin, Christina. *Storycatcher: Making Sense of Our Lives through the Power and Practice of Story*. Novato: New World Library, 2007.

Bens, Ingrid. *Facilitation at a Glance: Your Pocket Guide to Facilitation (3rd Ed)*. Salem, NH: GOAL/QPC, 2012.

Block, Peter. *Community: The Structure of Belonging*. Berrett-Koehler, 2008.

Brown, Brené. *Dare to Lead: Brave Work. Tough Conversations. Whole Hearts*. New York, Random House, 2018.

Chaffee, Paul. *Accountable Leadership: A Resource Guide for Sustaining Legal, Financial, and Ethical Integrity in Today's Congregations*. San Francisco: Jossey-Bass Inc., Publishers, 1997.

Collins, Jim. *Good to Great and the Social Sectors: A Monograph to Accompany Good to Great*. © Jim Collins, 2005.

Coutts, Peter D. *Choosing Change: How to Motivate Congregations to Face the Future*. Herndon, VA: The Alban Institute, 2013.

Daloz Parks, Sharon. *Leadership Can Be Taught*. Harvard Business Review Press, 2005.

DePree, Max. *Leading without Power: Finding Hope in Serving Community*. San Francisco: Jossey-Bass Inc., Publishers, 1997.

Dickson, John. *Humilitas: A Lost Key to Life, Love, and Leadership*. Grand Rapids, Michigan: Zondervan, 2011.

Friedman, Edwin H. *A Failure of Nerve: Leadership in the Age of the Quick Fix*. 10th Anniversary Revised Edition. New York: Church Publishing, 2017.

Goleman, Daniel, Richard Boyatzis, and Annie McKee. *Primal Leadership: Unleashing the Power of Emotional Intelligence*. Harvard Business School Press, 2013.

Grenny, Joseph, Kerry Patterson, David Maxfield, Ron McMillan, and Al Switzler. *Influencer: The New Science of Leading Change*. McGraw-Hill, 2013.

Hagberg, Janet O. *Real Power: Stages of Personal Power in Organizations*. Revised ed. Salem, WI: Sheffield, 1994.

- Heifetz, Ronald A. *Leadership without Easy Answers*. Cambridge, MA: Harvard University Press, 1994.
- Heifetz, Ronald A and Marty Linsky. *Leadership on the Line: Staying Alive through the Dangers of Leading*. Boston, Massachusetts: Harvard Business School Press, 2002.
- Herrington, Jim, Mike Bonem, and James H. Furr. *Leading Congregational Change*. San Francisco: Jossey-Bass, 2000.
- Johnson, David and Frank Johnson. *Joining Together: Group Theory and Group Skills*. 11th ed.: Pearson, 2012.
- Kaner, Sam. *Facilitator's Guide to Participatory Decision-Making*. San Francisco: Jossey-Bass, 2007.
- Kotter, John P. *Leading Change*. Harvard Business School Press, 1996.
- Kouzes, James M. and Barry Z. Posner. *The Truth About Leadership*. San Francisco: Jossey-Bass, 2010.
- Leas, Speed B. *Discover Your Conflict Management Style*. Revised ed.: Rowman & Littlefield Publishers, 1998.
- Lencioni, Patrick. *Death by Meeting: A Leadership Fable*. San Francisco: Jossey-Bass, 2004.
- Lewis, Robert and Cordeiro Wayne. *Culture Shift: Transforming Your Church from the inside Out*. A Leadership Network Publication. San Francisco: Jossey-Bass, 2005.
- Mavity, Chris. *Your Volunteers: From Come and See to Come and Serve*. The Church Unique Intentional Leader Series, edited by Will Mancini. San Bernardino, CA, 2014.
- McIntosh, Gary. *Taking Your Church to the Next Level*. Grand Rapids, Michigan: Baker Books, 2009.
- Northouse, Peter G. *Leadership: Theory and Practice*. Fifth ed.: SAGE Publications, Inc., 2010.
- Nouwen, Henri J M. *In the Name of Jesus: Reflections on Christian Leadership*. New York: The Crossroad Publishing Company, 1992.
- Palmer, Parker. *Let Your Life Speak: Listening for the Voice of Vocation*. San Francisco: Jossey-Bass, 2000.
- Parks Daloz, Laurent A., Sharon Daloz Parks, Cheryl H. Keen, and James P. Keen. *Common Fire: Lives of Commitment in a Complex World*. Beacon Press, 1996.

- Patterson, Kerry, Joseph Grenny, Ron McMillan, and Al Switzler. *Crucial Conversations: Tools for Talking When the Stakes Are High*. 2nd ed.: McGraw-Hill, 2012.
- Peterson, Eugene. *Working the Angles: The Shape of Pastoral Integrity*. Grand Rapids, Michigan: William B. Eerdmans Publishing Company, 1987.
- Quinn, Robert E. *Deep Change: Discovering the Leader Within*. San Francisco: Jossey-Bass, 1996.
- Richardson, Ronald W. *Creating a Healthier Church: Family Systems Theory, Leadership, and Congregational Life*. Minneapolis: Fortress Press, 1996.
- Schein, Edgar H. *Organizational Culture and Leadership*. San Francisco: Jossey-Bass, 1985.
- Schein, Edgar H. *The Corporate Culture Survival Guide*. San Francisco: Jossey-Bass Publishers, 1999.
- Scott, Susan. *Fierce Conversations*. New York: Berkley, an imprint of Penguin Random House, 2017.
- Senge, Peter M. *The Fifth Discipline: The Art & Practice of the Learning Organization*. Crown Business, 1994.
- Steinke, Peter L. *Healthy Congregations: A Systems Approach*. The Alban Institute, 1996, 2006.
- Steinke, Peter L. *How Your Church Family Works: Understanding Congregations as Emotional Systems*. Rowman & Littlefield Publishers, 2006.
- Steinke, Peter L. *Congregational Leadership in Anxious Times: Being Calm and Courageous No Matter What*. Rowman & Littlefield Publishers, 2006.
- Stevens, R. Paul and Phil Collins. *The Equipping Pastor: A Systems Approach to Congregational Leadership*. Washington, D.C.: The Alban Institute, 1993.
- Thiessen, Ken. *The Anxious Congregation*. Regina, SK: Power of One Publishing, 2012.
- Wheatley, Margaret J. *Finding Our Way: Leadership for an Uncertain Time*. Berrett-Koehler, 2005.
- Wheatley, Margaret J. *Leadership and the New Science: Discovering Order in a Chaotic World*. Berrett-Koehler Publishers, 2006.
- Wright, Walter C. *Relational Leadership: A Biblical Model for Leadership Service*. Paternoster Press, 2000.

Yukl, Gary. *Leadership in Organizations*. Eighth ed.: Pearson Education, Inc./Prentice Hall, 2013.

COURSE POLICIES

1. **Attendance:** For an intensive course, VST requires 100% attendance. This is an intensive course and in-person attendance is required of all students, without exception.
2. **Reading and assignments:** Students are expected to read all required assignments before class and to complete all assignments as outlined in the syllabus within the specified dates of the course and term.
3. **Academic honesty:** Students are expected to adhere to VST's requirements for academic honesty as published in the Student Handbook.
4. **Inclusive language:** In speaking and writing, inclusive language is expected when making reference to humans and a variety of metaphors are anticipated when making reference to God.
5. **Assignment and Course Evaluation:** All assignments and the final evaluation for this course will be graded on an "Approved/Not Approved" basis. Every assignment in this course must receive "Approved" in order to pass the course.
6. **Late assignments:** Submission of assignments on time is a part of academic, professional and pastoral competence and a part of every course at VST. All assignments in courses are due on the dates specified in the syllabus. Failure to submit an assignment on time will be noted in the narrative evaluation of an assignment. Repeated failure to submit assignments on time may affect the final grade for the course.
7. **Limitations on use of social media:** Ordinarily, the use of electronic devices in the context of classrooms or meetings will be limited to support the learning, formation, or agenda at hand. Behaviors that distract the user or others from these purposes are socially discourteous and will be noted negatively in evaluating class participation.
8. **Special Needs:** VST is committed to creating safe space and an inclusive learning environment. If you have a diagnosed or suspected learning disability, chronic condition, mental health concern, or physical requirement which may impact your participation in this class, you are encouraged to discuss your needs with the instructor and the Dean within the first week of classes.