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## **PERSONAL FOUNDATIONS FOR PPL: LEADERSHIP AND AWARENESS OF SELF AND OTHERS (PT 501)**

*REVISED.1: June 2, 2022*

### **PURPOSE**

This course introduces leadership studies. It focuses on awareness of oneself and others, which is a foundational requirement for public and pastoral leaders. When we know ourselves in relation to God, gain insight into how our personal history shapes our perceptions and behaviors and understand the crucial role of interpersonal relationships in leadership, we can serve as a positive influence in the life of a community or organization.

This course is required for all MA-PPL and M.Div. students and is a prerequisite for the Leadership Studio (PT651/652) and TFE2. Most students will take PT501 to fulfill requirements of a degrees such as the MDIV, MATS, MA-PPL, or MA-IIS. Others may consult the registrar.

### **PREREQUISITES**

None

### **COMPETENCE OBJECTIVES**

In PT501 students will have opportunities to:

- Gain a theoretical grasp of the multiple dimensions of leadership
- Explore the internal and external dynamics of the leadership process
- Apply theoretical models to analyze leadership issues
- Reflect on their personal story and faith journey as related to leadership
- Interact with others in the class concerning real life leadership situations

Expected outcomes for students include:

- Acquisition of vocabulary and concepts relevant to leadership studies
- Improved ability to critically analyze leadership situations
- Increased capacity to recognize one's own strengths and weaknesses as a leader
- Greater ability to articulate spiritual vocation as related to leadership responsibility
- Personal learning goals determined, based on themes of the course

## **FORMAT AND CONTENT**

This is a 1.5 credit course, which involves a total of 15 hours in class. All students must attend **in person** all sessions of the course. No Zoom option exists for this on-site intensive.

The course is a combination of presentations, discussion, reflections on experience, reading, and journaling. The foundational skills introduced in this course will continue to be used and applied in other courses and areas of learning. The course content is designed to support the student's participation in Studio, as well as in achieving other competencies in the Pastoral Theology stream within the overall curriculum.

## **COURSE CALENDAR**

Thursday November 3, 2022, 6-9pm;

Friday November 4 and Saturday November 5, 2022 , 9:30am - 4:30pm

## **TEXTS**

*Students should purchase books through Amazon or another source.*

### **Required Reading:**

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

Grant, Adam. *Think Again: The Power of Knowing What You Don't Know.* New York: Viking, 2021.

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

Nouwen, Henri J M. *In the Name of Jesus: Reflections on Christian Leadership.* New York: The Crossroad Publishing Company, 1992.

Palmer, Parker. *A Hidden Wholeness: The Journey toward an Undivided Life.* San Francisco: Jossey-Bass, 2004.

## 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 activities and discussion, and completion of the required readings and assignments. Student competence in using skills and ideas introduced in the course, and timely completion of assignments will also be accounted for in the final evaluation. 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. Journal: Students will make a series of journal entries (no more than one page – 200-250 words maximum). Specific instructions and due dates for these assignments will be provided on Canvas. No journal entries are for the first session.**
- 3. Integrative Paper: Students will write a paper of approximately 2,500 words indicating areas of self-awareness gained in the course and how this relates to the practice of leadership, and a brief plan for continued learning and growth in these areas. Due at the end of the term.**

## BIBLIOGRAPHY

*Additional readings relevant to the subject of this course*

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

Armstrong, Karen. *The Spiral Staircase: My Climb out of Darkness*. New York: Random House, 2004.

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

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

Goleman, Daniel. *Emotional Intelligence: Why It Can Matter More Than IQ* (The 10<sup>th</sup> Anniversary Edition). Bantam Books, Random House, Inc., 2005.

Palmer, Parker. *Let Your Life Speak: Listening for the Voice of Vocation*. San Francisco: Jossey-Bass, 2000.

Patterson, Kerry, Joseph Grenny, Ron McMillan, and Al Switzler. *Crucial Conversations: Tools for Talking When Stakes Are High (2nd Edition)*. New York: McGraw Hill, 2012.

Rock, David. *Quiet Leadership: Help People Think Better—Don't Tell Them What to Do!* New York: Harper Collins, 2006.

Scott, Susan. *Fierce Conversations*. New York: Berkeley Publishing Group, 2004.

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.

Walker, Simon P. *Leading out of Who You Are: Discovering the Secret of Undefended Leadership*. Carlisle, UK: Piquant, 2007.

## 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. Be sure to review the requirements.
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.**