

WHEATON COLLEGE GRADUATE SCHOOL

**Intercultural Studies 556: Foundations of
Leadership Development (4 credits)**

Course Instruction Plan

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Course Description

The purpose of the course is to explore the biblical foundations and practical implications of leadership. We will view the study of leadership from a cultural and missiological perspective. Based on Jesus' model of leadership development, the course seeks to encourage a balanced lifestyle in the physical, intellectual, social and spiritual dimensions. During the semester the student will have the opportunity to explore her/his own development and the implications that emerge from the study.

Outcomes

Cognitive Learning:

1. An understanding of J. Robert Clinton's leadership emergence theory and the ability to utilize this for the unique ministry time-line.
2. An understanding of Richard J. Foster's spiritual disciplines of engagement and abstinence, and the ability to use a selection of these disciplines for a spiritual retreat.
3. An understanding of Lon Seiger's six components of health and wellness for intentional life-long development, and the application of a number of these components for desired personal growth.
4. An understanding of Clinton's mentoring dynamics, types and constellations, and the application to the unique ministry time-line.

Affective Learning:

1. An appreciation for life scheduling and the need to finish well.
2. An appreciation for paradigm shifts in the providence of God.
3. An appreciation for diversity and sensitivity to the issues and needs of the marginalized.

4. An appreciation that Christian ministry comes from “beingness” rather than “doingness.”
5. An appreciation for the life of prayer as modeled by Jesus.
6. An appreciation for the Pauline model for mentoring.
7. An appreciation for the importance of regular spiritual retreats on the Christian journey.

Functional Learning:

1. The ability to read rapidly with comprehension.
2. The ability to write a concise book and film review.
3. The ability to design and interpret a unique ministry time-line.
4. The ability to communicate creatively to a small group and class community.
5. The ability to write a development report and integrate intellectual, physical, spiritual and social aspects.

Required Textbooks

1. Banks, Robert and Bernice M. Ledbetter. *Reviewing Leadership: A Christian Evaluation of Current Approaches*. Grand Rapids, MI: Baker Academic, 2004.
2. *Bible, The* (NASB, NIV, NKJV, NRSV).
3. Clinton, J. Robert. *The Making of a Leader*. Colorado Springs, CO.: NavPress, 1988.
4. Foster, Richard J. *Celebration of Discipline: The Path to Spiritual Growth*. San Francisco, CA.: Harper San Francisco, 1998.
5. Gallagher, Robert L. *Foundations of Leadership Development Course Notes*. Wheaton, IL.: Wheaton College, 2000.
6. Mac Donald, Gordon. *Ordering Your Private World*. Nashville, TN.: Thomas Nelson Publishers, 1985.
7. Nouwen, Henri J. M. *In the Name of Jesus*.

Recommended Textbooks

1. Covey, Stephen R., A. Roger Merrill, and Rebecca R. Merrill. *First Things First: To Live, to Love, to Learn, to Leave a Legacy*. New York: Simon and Schuster, 1994.
2. Hesselbein, Frances, Marshall Goldsmith, and Richard Beckhard. *The Leader of the Future: New Visions, Strategies, and Practices for the Next Era*. San Francisco, CA.: Jossey-Bass Publishers, 1996.
3. Hughes, Richard L., Robert C. Ginnett, and Gordon J. Curphy. *Leadership: Enhancing the Lessons of Experience*. Burr Ridge, IL.: Irwin/McGraw-Hill, 1996.
4. Nanus, Burt. *Visionary Leadership: Creating a Compelling Sense of Direction for Your Organization*. San Francisco, CA.: Jossey-Bass Publishers, 1992.
5. Sanders, J. Oswald. *Spiritual Leadership*. Chicago, IL.: Moody Press, 1994.
6. Seiger Lon, Ken Vanderpool, and Duke Barnes. *Fitness and Wellness Strategies*. Madison, WI.: WCB Brown and Benchmark, 1995.
7. Tannen, Deborah. *You Just Don't Understand: Women and Men in Conversation*. New York: Ballantine Books, 1991.

Strategies

1. Engagement. Engage in the course by full attendance and active participation. Student information sheets will be handed out in the first session and collected at the beginning of week 2 (A6, B5, C2).
2. Prayer. Pray each week that we may come to know Christ better, and that he may reveal to the class through the course's strategies, the hope of his calling, the riches of his inheritance and the power of his resurrection in mission (Ephesians 1:17-19). Individual prayer cards will be issued in the first session and returned at the end of the quad. Also, a team of outside people will be praying for the class (C3, C4).
3. Relationship. Establish and maintain a supportive relationship with a student from your class small group (A6, B5, C2).
4. Retreat Paper. Conduct a one-day (5-8 hours) spiritual retreat in nature (or a cemetery) incorporating 3-5 of Foster's spiritual disciplines of engagement and abstinence. Write a reflection paper on your day with God (2.5-3-page) describing the process and result of each practice (C4).
5. Film Review. View and discuss *one* of the recommended films listed below with your class group, and then write a personal 2.5-3-page film review. Class groups will be organized in the first session. Time and location for viewing the film outside of class may then be arranged, as well as the choice of film.

For your film review answer the following questions:

- a. What are the production details concerning the film? (1 point)
- b. What is the thesis and major message of the film? (4 points)
- c. What did you learn from the film about leadership: roles, types, characteristics, decision making, mentoring, team building, conflict resolution and/or developing leaders? (3 points)
- d. How could you apply what you learned from the film to your mission context? (3 points)

The review is to be typed and double-spaced in Times New Roman using a 12-point font with 1-inch margins.

List of films with leadership themes available at Buswell Library:

- a. *A Man for All Seasons*, 2 copies, 4130.
- b. *All the King's Men*, 6520.
- c. *Amadeus*, 280.
- d. *Becket*, 3500.
- e. *Brave Heart*, 5477-5478.
- f. *Breaker Morant*, 4727.
- g. *Bridge Over the River Kwai*, 6266.
- h. *Citizen Kane*, 251 & 6264.
- i. *Cry Freedom*, 996.
- j. *Dead Poet's Society*, 4128.
- k. *Fried Green Tomatoes*, 3125.
- l. *Gandhi*, 2 vols. & 2 copies, 488.
- m. *The Hiding Place*, 3721.
- n. *It's a Wonderful Life*, 4117.

- o. *The Life of Emile Zola*, 6519.
- p. *Nazarín*, Spain, 2370.
- q. *Norma Rae*, 6260.
- r. *Romero*, 2133.
- s. *Shane*, 5920.
- t. *Shawshank Redemption*, 5474 [R].
- u. *Stand and Deliver*, 1000.
- v. *A Tale of Two Cities*, 993.

List of other possible films on leadership issues:

A Man Called Peter, *The Apostle*, *Badge of Courage*, *Cinderella Man*, *Cry the Beloved Country* (5933), *Dirty Rotten Scoundrels*, *Disraeli*, *Elizabeth*, *Elmer Gantry*, *Friendly Persuasion*, *Glory* (3164), *The Godfather I, II & III*, *Gods and Generals*, *The Great Escape*, *Henry VIII* (1933), *High Noon*, *Lagaan*, *The Last Emperor* (6612), *Lawrence of Arabia* (5687 & 5688), *The Lion in Winter* (651), *MacArthur*, *Malcolm X* (1518), *The Man in the White Suit*, *Mr. Deeds Goes to Town*, *Mr. Roberts*, *Mr. Smith Goes to Washington*, *Mutiny on the Bounty* [1935] (6491), *Nixon* (7248), *Patch of Blue*, *Patton* (5692 & 5693), *Peter the Great*, *The Power of One*, *The Quiet Man*, *Sergeant York*, *Shadowlands*, *The Shoes of the Fisherman*, *The Story of Louis Pasteur*, *To Kill a Mockingbird* (6391), *True Grit*, *Truman*, *Tucker*, *Twelve Angry Men* (9032) and *Wall Street* (6256).

List of films involving teachers mentoring:

Anne of Green Gables (series), *The Browning Version*, *Christy* (series), *Dead Poet's Society* (see above), *Educating Rita* (653), *Farewell Mr. Chips*, *Finding Forrester*, *Fried Green Tomatoes* (see above), *Good Will Hunting* (6437), *La Strada*, *Lean On Me*, *The Miracle Worker*, *Mr. Holland's Opus*, *Music of the Heart*, *October Sky*, *The Prime of Miss Jean Brodie*, *Shall We Dance?* (6317), *Stand and Deliver* (see above), *Strictly Ballroom*, *Rudy*, *To Sir With Love*, *White Squall* and *The Mask of Zorro* (6315) (A6, B2, B3, B4, B5).

6. Book Reviews. Write four 2.5-3-page book reviews for Banks & Ledbetter, Foster, Mac Donald and Nouwen. A book review is not the same thing as a book report, which simply summarizes the content of a book. When writing a book review, you not only report on the content of the book, but also assess its strengths and weaknesses. In writing a review you do not just relate whether or not you liked the book; you also tell your readers why you liked or disliked it.

You must explain your reaction. As a critical observer you are not passive; you should ask questions of the book and note your reactions. Your review then discusses those questions and reactions.

For your book review answer the following questions:

- a. What are the publication details concerning the book? (1 point)
- b. What is the thesis and major message of the book? (4 points)
- c. What did you learn from the book? (3 points)
- d. How could you apply what you learned from the book to your mission context? (3 points)

The review is to be typed and double-spaced in Times New Roman using a 12-point font with 1-inch margins.

What is a Thesis?:

A thesis statement is a one-sentence claim made in the introduction of the paper (or the appropriate section of a book review). This claim is the underlying theme that you wish to support throughout a paper or see in a book. It is what you wish to demonstrate in the paper. You should be blunt and clearly state the thesis. For example—“*The thesis of this paper is that Western worldview assumptions have reduced Scripture to a book of propositional truths rather than relational redemption through the mission of God.*” Write out: “The thesis of this book/paper is . . . “ or credit will be lost.

Writing a thesis statement is a requirement for your film and book reviews. Do not use words like “understand, explore, investigate, examine, look into” in the thesis statement. Those generally deal with purpose. Therefore do not write: “The thesis of this book/film is to investigate American culture.” This is not a thesis statement. This is the purpose of the book/film. “The thesis of this book/film is that American culture has caused increasing individualism and separatism in the U.S.A.” Ultimately, an author /director's thesis will make a claim that they will support throughout their book/film (A6, B2, C3, C4).

7. Ministry Time-Line Paper. Construct your unique ministry time-line and write an 8-10-page paper analyzing your leadership development based on Clinton's Leadership Emergence Theory. Your paper should demonstrate the processes of God in your life over time and your responses using the appropriate process items and patterns suggested by Clinton. In other words, after attaching your personal time-line it is important in your paper to clearly demonstrate your leadership development using the terms and concepts from Clinton's patterns and processes. Guidelines for this assignment are in the course notes and sample papers are available from the instructor (A6, B2, B3, C2, C3, C4).

8. Ministry Time-Line Presentation. Each student will have an opportunity to present their unique ministry time-line in class either to the class community or a small group (A6, B5, C4).

9. Development Program Report. Design a personal leadership development program that is based on what God is saying to you about a balanced lifestyle. This should include a number of components of health and wellness. Please submit a typed 0.5-1-page proposal of your program. The student is then to arrange a time to share her/his proposed program with the instructor during his office hours. Then based on the implementation of your approved program over a 15-day period, write a report observing the outcome (3-5-page). The report (using headings and sub-headings) should have three parts: how God led you to the program; what happened during the program; and your conclusions concerning the program and any future follow-up. Opportunity will be given in class to share your report (A6, B2, B3, C2, C3, C4).

10. Group Presentation. Sometime during the semester, each class group will present a key leadership issue such as conflict management, creativity, development of leadership, decision making processes, group dynamics, setting boundaries, and/or team building. The topic chosen should be communicated to the instructor in advance to prevent duplication. The presentations should be informative and creative. Guidelines are found on page 35 of the Course Notes (A6, B2, B5, C2).

11. Other Possibilities. Leadership reflection exercise from the BGC evangelism museum; characteristics of finishing well and ultimate contribution from the Legacy series in the *International Bulletin of Missionary Research*; and leadership lessons from a mission biography.

12. Evaluation. During the last section of the course, each member of the class will have an opportunity to complete a student evaluation form.

Academic Workload

The unwritten guideline for any course's academic workload is at least two hours of outside work for every one-hour in the classroom. Thus, for each four units of credit, the instructor expects 100 to 120 hours of academic work by the student. Campus semester courses average 46 contact hours. An additional number of hours should be spent in other structured learning experiences such as reading, writing or case studies to make up the 100-120 hours expected.

The instructor has adopted guidelines for measuring the amount of work that various kinds of assignments may be expected to represent. One hour is represented by one hour of class or other required meeting(s), 25 pages of reading or one double-space typed page of a research paper.

Thus, a 10-page paper represents 10 hours of the 100-120 hours that may be expected in a 4-unit class; 500 pages of reading represent another 20 hours. These guidelines have been adapted for this course.

Academic Workload:

Engagement	52 hours
Retreat Paper	9-14
Film Review	5-7
Book Reviews	26-30
Ministry Time-Line Paper	8-10
Ministry Time-Line Presentation	1
Development Program Report	5-7
Group Presentation	2-3
Total	108-124

Grading

The grade will be assigned according to the relative weight distribution as indicated below:

Grading Scale:

1.	100-96	A
2.	95-92	A-
3.	91-88	B+
4.	87-84	B
5.	83-80	B-
6.	79-76	C+
7.	75 or below	C or below

Composition of Grade:

Engagement	5%
Retreat Paper	10
Film Review	10
Book Reviews	35
Ministry Time-Line Paper	20
Ministry Time-Line Presentation	5
Development Program Report	10
Group Presentation	5
Total	100

End-of-Semester Grades/Papers

Grades will not be posted nor will a secretary quote them over the phone or in person to a student. Students may obtain their grade in one of the following ways:

1. Students may give the instructor a stamped, self-addressed envelope on the last day of class so that the grade may be mailed to them, or
2. Students may wait for their grade report that is mailed by the Registrar's office.

At the end of the semester, any papers or projects that need to be returned to the student will be put in a cardboard file (marked with the instructor's name), and placed inside the MICS cupboard for faculty mailboxes for pick-up by the student. They will remain there until the *third* week of the next semester. Also, a student may furnish the instructor with a large self-addressed envelope with sufficient postage affixed (please check the size and weight with the post office) so that their papers may be mailed to them.

Class Format

2:15 p.m. Worship
2:30 Session I
3:20 *Break & Snacks*
3:30 Session II
4:20 *Break*
4:30 Announcements
4:35 Session III
5:25 Closure

In the first session, a small group roster will be organized for the worship and snacks segments of the class format.

Instructions

Your title page must have your student ID number and CPO mailbox number together with the department and instructor's name as the return address. All written assignments need to follow the typing and style requirements of the American Psychological Association. This includes any bibliography or references cited. In addition, your papers should be typed and double-spaced in Times New Roman using a 12-point font with one-inch margins. . It is helpful if you can submit two copies of your ministry time-line and development program papers. That way, the instructor can keep a copy and return the original to you.

When writing your papers, the use of non-discriminatory language is advised. This attitude is consistent with the commitment of the Missions and Intercultural Studies department to the full equality of women and men, and to the joint training of women as

equal partners with men in all areas of Christian ministry. Further, the instructor recommends the use of the Writing Center on the lower level of Buswell Library to work on writing assignments for the course. The Center provides support for generating ideas and essay structure.

Except for illness and emergencies, any late assignment received within the first week after the due date will automatically receive a grade reduction. That is, if your late assignment deserves an A- grade, then you will be given a B+ instead. Thereafter, a grade will be deducted each week your assignment is late. No extra-credit work will be given.

The student is responsible and accountable for the class work and information. That is, class notes and work collected or assigned, and any announcements that may alter the course syllabus or schedule, even in any missed session. Missed handouts will be available at the end of the next class session.

All assignments *must* be completed to pass the course otherwise a failure will be recorded with the Registrar's Office. The instructor reserves the right to modify this syllabus.

Academic Dishonesty

Academic dishonesty will not be tolerated, including plagiarism. Plagiarism is the use of ideas and information from a specific source without giving credit in some manner to the source. Such an unacknowledged use of another person's intellectual property involves both stealing and lying, and will result in a failure for this course.

Grade Changes

Please be advised that it is inappropriate to accept any work after the date grades are due that would later be reported as a "grade change." Giving additional time for any student who does not qualify for an incomplete is to give that student an advantage (or preference) over all other students in the course. Students who experience severe health or personal issues (beyond their control, not because of improper planning or negligence) may request an Incomplete grade with the completion of the Incomplete Grade Request Form. This form is to be approved by the professor and turned in to the Registrar's Office for review and approval by the last day of finals. The Incomplete grade is then due by the end of the 6th week following the semester.

Incompletes

An incomplete grade (INC) may be assigned only for deficiencies because of illness or situations beyond the control of the student and not because of neglect on the part of the student. An incomplete grade must be made up *by the end of the sixth week from the last session of the course* (last day of final exams for the quad/semester). *The student assumes the responsibility of requesting an incomplete grade.* The student applies for an incomplete by submitting to the Registrar's Office an Incomplete Request Form

with the instructor's signature. At the time the incomplete grade is given, the professor must submit an incomplete grade card designating the grade that the student will receive if the incomplete is not finished by the sixth week. (If the instructor does not enter a grade, the Registrar's Office will assign an F grade). An extension beyond the six weeks must be requested through the normal Academic Petition process currently in place. The six-week time limit may be extended only by special permission of the Registrar and approval of the instructor. If the work has not been completed and submitted to the instructor by the six-week deadline, the INC defaults to an F.

Class Attendance

Attendance is expected in all classes. No more than one week of classes can be missed for a quad course, and no more than two weeks for a semester course without a grade penalty. If a student needs to miss a class they should inform the instructor beforehand.

Auditing

This course is usually closed to auditors because of the communal nature of the class.

Disability Statement

Any student in this course who has a learning disability that might prevent them from fully demonstrating their abilities should meet with the Disabilities Coordinator in the Counseling Center as soon as possible. The Coordinator will then initiate disability verification and discuss accommodations that might be necessary to ensure full participation in the successful completion of course requirements.

Access to Instructor

The instructor's office hours are posted on his office door (BGC M210). If these times are not suitable, then please make an appointment by contacting the instructor in class and arranging a suitable time. The instructor is eager to become personally acquainted with all his students. Thus, all students in this course are encouraged to talk with him early in the semester about any matter related to the course—or anything else. Those who find the class sessions or readings unclear are especially urged to come by as soon as possible.

“Dine with a Mind” is a great way for students to take their instructor to lunch. Each student is allowed to take one professor per semester with tickets covering the instructor only. See the Graduate Student Services for tickets and further information.

The instructor may be contacted by e-mail: Robert.L.Gallagher@wheaton.edu, or by telephone at the office: 630/752-5192, or at home: 630/784-0805, or by fax: 630/752-7125, or by web site: www.wheaton.edu/intr/faculty/gallagher.

Course Procedure

Week 1

Introduction to the Class

Introduction to the Course

Life Scheduling: Knowing the Goal

This first session will serve as an introduction for the instructor, the students and the course. Sufficient time will be given for questions and answers concerning the syllabus and its requirements. It will also look at definitions of a leader and four challenges for a leader. We will consider the leadership mandate.

Week 2

Life Scheduling: Knowing the Big Picture (I)

This session and the next will focus on life scheduling and knowing the big picture. The ideas of “beginning with the end in mind” and life scheduling will be introduced. We will then begin to formulate our personal mission statements based on our end goals. Further, we will consider what it means for us personally to finish well and look at biblical examples of leaders who did or did not finish well.

Student Information Sheet due

Week 3

Life Scheduling: Knowing the Big Picture (II)

This session will continue in concentrating on life scheduling and knowing the big picture. We will discover barriers in the Bible and consider how those barriers can hinder our finishing well. Consideration will also be given to helps in finishing well.

Film Review due

Week 4

Life Scheduling: Knowing Yourself

This week we will consider J. Robert Clinton's Leadership Emergence Theory and discuss the idea of ministry time-lines. We will look at the important process items and patterns in time-lines and consider the importance of doing our personal time-lines. We will see how time-lines reflect God's work in developing us as leaders and our response to that work.

Week 5

Ministry Time-Line Presentations

During this session we will present our ministry time-lines to one another, and we will conclude our discussion of life scheduling and leadership emergence theory.

Ministry Time-Line Paper due

Ministry Time-Line Presentation due

Week 6

Transformational Leadership: Intellectual Dimension

This session will introduce four areas of growth based on the model of Jesus in Luke 2:52: intellectual, physical, spiritual, and social. It will also introduce the area of intellectual growth. We will consider the importance of life-long learning through reading and study. We will look at books that have been influential in people's lives and share our own lists of influential books.

Week 7

Thinking with Peter

This session we will continue discussion of the intellectual dimension of a leader by looking at the example of Peter. We will consider the ways in which people view reality. We will also look at the importance of paradigm shifts in developing leaders by considering the cognitive shift of Peter in the Book of Acts.

Banks & Ledbetter Book Review due

Week 8

Transformational Leadership: Physical Dimension

Dr. Kevin Carlson

This session we will discuss the physical dimension of a leader and the importance of a balanced and healthy lifestyle. We will be introduced to important guidelines for nutrition, exercise, rest, and play.

Week 9

Walking with Elijah

This session we will continue discussion of the physical dimension of a leader by looking at the biblical example of Elijah in 1 Kings 19. We will consider the ways in which God brings rest and restoration into the lives of leaders, and we will look at Elijah's transition from "doingness" to "beingness."

Development Program Proposal due

MacDonald Book Review due

Week 10

Group Presentations

Group Presentation due

Week 11

Transformational Leadership: Spiritual Dimension

This week we will consider the spiritual dimension of the leader. We will look at the importance of developing and practicing the spiritual disciplines.

Foster Book Review due

Week 12

Praying with Jesus

This week we will continue looking at the spiritual dimension by considering the prayer life of Christ. We will look at the circumstances around which Jesus prayed and the manner and effects of his prayers. We will pay close attention to Luke's accounts of prayer.

Retreat Paper due

Week 13

Transformational Leadership: Social Dimension

This class will consider the importance of mentoring by looking at the types of mentoring in relation to leadership emergence theory, mentoring dynamics, constellation models, guidelines for mentorees, characteristics of mentors, and the ten commandments for mentoring.

Nouwen Book Review due

Week 14

Thanksgiving

No Classes

Week 15

Student's Choice

Week 16

Student's Choice

Evaluations

Week 17

Finals Week

4:00-6:00 p.m.

@ 655 W. Hawthorne Blvd, Wheaton

Development Program Discussion

This session we will discuss our experiences with our development programs. This session will also serve as closure for the course as we review what we have learned and how we will apply it.

Closure

Development Program Report due

The instructor will use the New American Standard Bible for class sessions.