

ML901
Authentic Leadership: Courage in Action

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1. Read the Course Syllabus, especially the course introduction and learning outcomes. Come to class having already finished your two papers (papers amount to 4-6 pages of writing).
2. Watch the movie **October Sky** (if you can) in preparation for class discussions (you will watch the movie together on Monday night).

If you have further questions feel free to email me or call me.

About your professor...

Dr. Hultgren is the president and owner of Above the Line Leaders International, a Minneapolis based leadership consulting firm committed to the implementation of authentic, and integrated leadership processes for clients around the world.

Dr. Hultgren has worked in the field of leadership for over twenty five years. His early years focused on military personnel culminating in his work with Navel Academy pilots and officers. In the early 90's he served as an Australian Director with an international non-profit organization committed to leader development and later as a principal and partner with Pilgrim International, a communications, marketing and leadership consulting group based in Sydney Australia. In 1998 Dr. Hultgren opened Leaders International Pty Ltd in Sydney Australia and in 2001 Above the Line Leaders International in Minneapolis, Minnesota. As an Adjunct Professor of Organizational Leadership at Bethel University and Southland College Australia he is able to interact with both the practical and theoretical worlds of leadership offering clients cutting edge processes that help build robust organizations.

Recent clients or Workshop participants have come from: Australian War College, Boston Scientific, Cargill, Deluxe, EMPI, General Mills, Klein Banks, Medtronic, MinnTech, Seagate, Toro, US Cellular, US Coast Guard...and many others.

ML901
Authentic Leadership: Courage in Action
Integrated Principles for Practical Leadership

Course Description

This course focuses on an integrated paradigm that brings together the broad field of leadership. Students synthesize the field of leadership and differentiate the material into six integrated dimensions. Once integrated, the students examine how to use the dimensions to frame real versus perceived issues. Students weigh a resolution process for effectiveness when emotional intelligence and biblical ethics are embraced. Students apply this material to a real life situation they are facing (6 credits).

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I. Course introduction

Students often arrive with very little knowledge of the leadership landscape. This course provides students with a conceptual and practical foundation to leadership. Students are introduced to the past one hundred years of research on leadership and offered a way to link the many perspectives together into daily application.

The course provides a foundation of leadership perspectives from which Doctoral students can build a robust view of leadership. The common language will provide Doctoral students a means to flesh out leadership applications that embed practice and theory together in real time.

II. Market Rationale & Course learning outcomes

This course builds a practical approach to leadership that is grounded in leadership research AND a Christian worldview perspective.

A student who successfully completes the course will:

1. Synthesize the issues facing the field of leadership.
2. Differentiate leadership into six integrated dimensions.
3. Conceptualize how these dimensions are embedded in every action and are central to all conflicts and confusion in the marketplace.
4. Frame real versus perceived issues.
5. Apply a process for resolving “real” issues in highly complex organizational environments.
6. Weigh resolution effectiveness when the power and impact of Biblical ethics and emotional intelligence (EI) are applied to the resolution process.

III. Course texts

Required articles and texts

Bourey, J. & Miller, A. (2001). Do you know what your emotional IQ is? *Public Management*, 83(9), 4 -10.

Hultgren, R. (2007). Leadership Can Be Learned...and Applied. MN: Bethel University Printing Services. This manual is in draft form. *Please email Renae Long or Dr. Hultgren to organize purchases of this manual.*

Shriberg, A, Shriberg, D. & Kumari, R. (2005) *Practicing leadership: Principles and applications* 3rd ed, New York: John Wiley.

Thrall, B., McNicol, B., & McElrath, K. (1999). *The ascent of a leader: How ordinary relationships develop extraordinary character and influence*. San Francisco: Jossey-Bass.

The Bible: NASB, NIV, NKJV or commonly accepted versions

Supplemental texts (NOT REQUIRED but helpful if you can get access to them)

Terry, R.W. (1993). *Authentic leadership: Courage in action*. San Francisco: Jossey-Bass. (Chapters 4 & 5)

Goleman, D. (1998). *Working with emotional intelligence*. New York: Bantam Books.

IV. Course policies

A. Attendance requirements

Since class sessions function not merely for individual learning but for group interaction, absence can become a serious problem for both the individual and the group. Due to the concentrated, accelerated nature of the programs and emphasis on participatory learning, **all students are expected to attend every class session**. Students must contact the instructor in the event of absence.

B. Participation requirements

Students must assume full responsibility for class attendance and for work missed because of absence in a way satisfactory to the instructor. Students are responsible for the content and activities of the class session, even if they are not in attendance.

C. Assignment expectations

Turabian-Chicago style and form is required for in-text citations and references. Written work should be 12 point font size, of high quality, without technical error, and double-spaced by word processor.

D. Academic honesty statement

Since Bethel University is a Christian academic community, its fundamental purpose is the pursuit of knowledge and the development of growing Christian persons. Essential to the success of the educational mission is a commitment to principles of ethical academic integrity. Every member of the University community is responsible for upholding the highest standards of honesty at all times. Students, as members of this community, are also responsible for adhering to the principles and spirit of academic honesty. Violation of honesty standards can result in denial of credit (*U* or *F*) in a course, as well as dismissal from the college. Penalties are given at the discretion of the faculty

member, and offenders may be referred to the Director of Student Life. Students charged with a violation have the right to appeal any disciplinary action. Contact the Director of Student Life for details on the appeal process.

F. Reasonable Accommodations

The Office of Disability Services exists to create equal opportunities for students, faculty, and staff with disabilities at Bethel University by providing reasonable accommodations to assist Bethel in being a community that welcomes people of all abilities. Any student with a disability (i.e. physical, sensory, learning, psychiatric, systemic, and some chronic illnesses) who wants to request reasonable accommodations in this course should contact the instructor and the Director of Disability Services (651-635-8759) as soon as possible.

V. Assignments

Pre-Course Assignments:

1. Reading requirement for pre-course paper one: Shriberg, A, Shriberg, D. & Kumari, R. (2005) *Practicing leadership: Principles and applications* 3rd ed, New York: John Wiley; read whole book. Hultgren, R. (2007). *Leadership Can Be Learned...and Applied*. MN: Bethel University Printing Services; read Introduction and chapter 1.

Assignment 1: Two-three page synthesis of the confusion facing the field of leadership.

Synthesis considers if student clearly grasps the complexity of leadership in the market place. Further, does the student demonstrate an awareness of the concerns that surround differing views of leadership?

2. Reading requirement for pre-course paper two: Hultgren, R. (2007). *Leadership Can Be Learned...and Applied*. MN: Bethel University Printing Services; read chapters 1-3.

Assignment 2: Two-three page analysis of elements of action.

Paper considers if the student is able to differentiate the six dimensions of leadership into a conceptualization to be applied in real time.

3. Reading requirement for leadership course: Thrall, B., McNicol, B., & McElrath, K. (1999). *The ascent of a leader: How ordinary relationships develop extraordinary character and influence*. San Francisco: Jossey-Bass; read whole book.

Daily Course Outline and Assignments:

Day One: Introduction to leadership; overview of one hundred years of research. Introduction to the six dimensions of leadership (Hultgren). Discuss Ladders to Success: What is success? (Thrall et al.)

Class activity: Discussion of the Human Action Model's six dimensions of leadership. Experience an interactive activity to understand action features. Discussion of readings on how Thrall et al. help increase understanding of leadership ethics and the six dimensions of leadership.

Day One – afternoon: Leadership Framing; grappling with frames of leadership and framing issues. Discussion of the Human Action Model of leadership and how to frame issues.

Assignment to be handed in (to be done before class-see pre-course assignments):

Assignment 1: Synthesis considers if student clearly grasps the complexity of leadership in the market place. In addition, does the student demonstrate an awareness of the concerns that surround a belief in a concrete paradigm for viewing leadership?

Assignment 2: Considers if the student is able to differentiate the six dimensions of leadership into a conceptualization to be applied in real time.

Evening Activity: Watch *October Sky* together and record issues that need to be addressed. Identify two-three issues for framing

Day Two: Leadership Framing Part One.

Class activity: Discussion of how to analyze and frame problems.

Day Two-afternoon: Leadership Framing Part One/Two: Analysis. Thrall; discussion of earlier chapters.

Class activity: In teams isolate and frame perceived and real issues in *October Sky*.

Assignment 3: Students analyze Thrall's views on ethics and leadership. Groups will examine the pro's and con's of the two ladders; are the principles sound and applicable to real world situations?

Day Three: Leadership resolution; the process- part one.

To cover in class:

Leadership: Discussion on resolving problems.

Cost and courage: Thrall et al.

Class activity: Applying perspectives on resolving problems.

Day Three-afternoon: Students present an issue.

Assignment 4: Presentation. 1) Was the introduction clear – laying the background and foundation for the presentation? 2) Does the presentation reflect an adequate comprehension of how the framing process works; the flow for resolution? Was the issue framed correctly; why or why not? Was the resolution process in order and logical? 3) Was the IT equipment utilized effectively, without mishap, in an enhancing way? 4) Was the conclusion clear; reviewing and restating principles stated. 5) Was the question and answer period handled clearly and effectively with open ended questions?

Day four: Emotional Intelligence, 2 Peter 1:5-7, Matthew 5: 3-10, and ethics in resolution.

To cover in class:
Ethics and resolution

Day four-afternoon: Emotional Intelligence, 2 Peter, Matthew 5, and ethics in resolution part two.

Assignment 5: In groups students analyze emotional intelligence and ethics and how these impact leadership. Groups use the Bourey paper, 2 Peter 1:5-7 and Matthew 5:3-10 for consideration of biblical ethics and leadership.

Day five; early: Open for writing final paper and/or personal appointments with instructor

Day five-morning (late)/afternoon: Wrap up. Discussion on issues of framing, resolving and ethics. Review of what has been learned and applied. Discussion on post course ministry project and assignment.

Assignment 6: Pre-proposal Paper. Student is to accurately frame a real issue – one to be used in the project phase of the course - identifying the perceived and real aspects of the problem. The student will provide supporting evidence for how he/she framed a problem and expects to resolve the issue. The paper is designed to help students exhibit a grasp of the framing/resolution process – the fears, and ethics may also be embedded in the resolution of the problem.

Grading/evaluation explanation

1. Two – three page synthesis of the confusion facing the field of leadership.
Day one assignment, finish prior to class. **15 points**
2. Two – three page analysis differentiating the six leadership elements in the Authentic Action Paradigm.
Day two assignment finish prior to class. **10 points**
3. Group analysis of Ascent of a Leader's view of ethics and leadership.
4. Presentation framing/resolving of real life issue.

5. Group examination of emotional intelligence and biblical ethics (see 2 Peter 1& Matthew 5).
6. Three - five page pre-proposal paper on real-life situation integrating principles learned in class. **25 points**

Total: 50 points;
25% of student grade.

Assignment 1: Synthesis considers if student clearly grasps the complexity of leadership in the market place. In addition, does the student demonstrate an awareness of the concerns that surround a belief in a concrete paradigm for viewing leadership?

Assignment 2: Considers if the student is able to differentiate the six dimensions of leadership into a conceptualization to be applied in real time.

Assignment 3: Students analyze Thrall's views on ethics and leadership. Groups will examine the pro's and con's of the two ladders; are the principles sound and applicable to real world situations?

Assignment 4: Presentation. 1) Was the introduction clear – laying the background and foundation for the presentation? 2) Does the presentation reflect an adequate comprehension of how the framing process works; the flow for resolution? Was the issue framed correctly; why or why not? Was the resolution process in order and logical? 3) Was the IT equipment utilized effectively, without mishap, in an enhancing way? 4) Was the conclusion clear; reviewing and restating principles stated. 5) Was the question and answer period handled clearly and effectively with open ended questions?

Assignment 5: In groups students analyze emotional intelligence and ethics and how these impact leadership. Groups use the Bourey paper, 2 Peter 1:5-7 and Matthew 5:3-10 for consideration of biblical ethics and leadership.

Assignment 6: Pre-proposal Paper. Student is to accurately frame a real issue – one to be used in the project phase of the course - identifying the perceived and real aspects of the problem. The student will provide supporting evidence for how he/she framed a problem and expects to resolve the issue. The paper is designed to help students exhibit a grasp of the framing/resolution process – the fears, and ethics may also be embedded in the resolution of the problem.