

## **BIBLICAL AND HISTORICAL CASE STUDIES IN LEADERSHIP**

ML890 Biblical and Historical Case Studies in Leadership  
 Doctor of Ministry Course  
 Intensive: January 23-27, 2012  
 Bethel Seminary - St. Paul, Minnesota

Mark W. McCloskey  
 Professor of Ministry Leadership  
 612-670-6944  
 mmcclo1@aol.com

*To understand just one life, you have to swallow the world*—Salman Rushdie in *Midnight's Children*

### Course Description

This course presents, examines and seeks to apply a broad range of biblical, historical and biographical information critical to understanding and appreciating the factors that contribute to the exercise of transforming leadership. The case study method will be employed to listen to, “read” and interpret the lives of a diverse range of individuals who have served and led in a transforming manner in a variety of contexts and eras.

This course is animated by the encouragement given in Hebrews 13:7-8 to reflect on the lives of men and women who have made a difference in the world. *“Remember your leaders, who spoke the word of God to you. Consider the outcome of their way of life and imitate their faith.”* The learner will glean leadership lessons from these individuals in order to facilitate his spiritual formation, enlarge her personal leadership capacity, sharpen his philosophy of leadership and consequently grow more effective in her practice of serving, transforming leadership.

### Course Objectives

After completing this course the student should be able to:

1. Critically examine the exercise of transformational leadership in a variety of historical and cultural settings.
2. Better appreciate and personally value the factors that contribute to effective, transforming leadership with an emphasis on understanding the dynamics of change.
3. Articulate with conceptual clarity and biblical depth the leadership lessons learned from individual leaders.
4. Apply to one’s own life and ministry the lessons learned from the individuals studied in this class.
5. Begin to use research and reference tools to further one’s life-long learning in the area of transformational leadership practice.

### Topical Outline

- The 4R Model of Leadership
- A biblical framework for understanding leadership

- Burns on the nature and practice of transforming leadership
- How cases/individuals inform our theory and practice of leadership

### Classroom Schedule

The daily schedule will be 8:30-12:00 a.m. and 1:00-4:30 p.m. Monday through Thursday and 8:30am-1:00pm on Friday with one 15-minute break in the morning and one in the afternoon each day. Monday through Thursday evenings should be kept free for additional group experiences or individual working assignments. Since course time is so limited, attendance at all sessions is expected.

### Required Textbooks

Burns, James MacGregor, *Transforming Leadership*. New York: Atlantic Monthly Press, 2003. ISBN: 0-87113-866-2

Cheng, Nien, *Life and Death in Shanghai*. New York: Grove Press, 2010. ISBN: 10: 0802145167

Guinness, Os (editor), *Character Counts: Leadership Qualities in Washington, Wilberforce, Lincoln and Solzhenitsyn*. Grand Rapids, MI: Baker Books, 1999. ISBN: 0-8010-5824-4

Israel, Adrienne, *Amanda Berry Smith: From Washerwoman to Evangelist*, Scarecrow Press, 2003.

Mandela, Nelson, *Long Walk to Freedom*. New York: Little, Brown and Company, 1995. ISBN: 0-316-54818-9

McCloskey, Mark, "The 4R Model of Leadership," *Journal of Business and Educational Leadership*, 2, 1, Fall 2010, pp. 133-147. (available on Moodle)

Bible Readings: Esther (entire); Nehemiah (entire); Daniel (chapters 1-6); Luke (entire); Acts (entire); Hebrews (chapter 11)

### Pre-Course Assignments

1. Read all required texts.
2. Assignment: In light of the pre-course reading and your ministry and leadership experience write a **short (7-10 pages)** paper integrating the required readings. This paper will be **turned in to the instructor at the beginning of intensive week**. Your paper should **clearly** and **concisely** address each of the following. (1) Identify at least five points of commonality between these readings/individuals and briefly defend/illustrate your answer. (2) Identify at least five points of divergence between these readings/individuals and briefly defend/illustrate your answer. (3) Based on the readings, briefly discuss five insights you have gained and resonated with on leadership practice and state the reasons why you find these insights useful or encouraging. (4) Based on the readings, make a brief statement on your theology/theory/philosophy of leadership practice—how does leadership “work;” what does it take to lead; what do effective leaders do? (5) Based on the readings, make a brief statement on how people bring about substantive and lasting change. Be prepared to give a

15-minute oral presentation on your paper to the class during the intensive week. The presentation should be simple and straightforward. No PowerPoint is necessary. This assignment asks you to communicate clearly and concisely. Please do not go over ten pages.

### General Course Expectations

1. Written materials for this course should represent the student's own work, conform to principles of academic integrity, reflect graduate-level thinking and writing skills, and be in accordance with the program's guidelines for style and form issues (*see section 7 of the Student Manual*).
2. Our ability to learn in doctoral courses depends on several things: our ability to tolerate ambiguity; our willingness to dialogue honestly and respectfully with our fellow students; our willingness to consider alternative interpretations; our acceptance of truth, no matter where it is found; our comfort with political incorrectness; and our ongoing struggle to integrate new information with present beliefs. If you find that you are having personal difficulty in this course, please feel free to talk with the instructor, program coordinator, or director.

### Intensive Week

All assignments and class participation assume that the assigned course readings have been thoroughly read and carefully processed. Due to the seminar format of this class, each student will be expected to regularly contribute to class discussions. Due to the short time we have together, students are expected to attend the entire week.

### Post-Course Application

Develop and implement a ministry project in your ministry setting. The project is to be developed from the course content. The project implementation, evaluation and report will involve approximately 120 hours with a written report between 40-60 pages. The project is developed in conjunction with the instructor and is to be turned in at the end of the next term (approx. 6 months) for a final course grade. Possible ministry projects will be discussed during the intensive. You will need to provide a one-page description of your proposed research project for instructor approval by the final day of the intensive (*see section 5 of the Student Manual*).

### Accessibility Statement

Please contact the instructor as soon as possible if disability-related accommodations are needed. Accommodations for students with documented disabilities are set up through the office of Disability Services at (651) 635-8759.

### Supplementary Bibliography

Barsade, S. (1998). *The ripple effect: Emotional contagion in groups*. New Haven, CT, Yale University School of Management.

Bass, B.M. (1985). *Leadership and performance beyond expectations*. New York: Free Press.

Bass, B. M. (1997) Does the transactional/transformational leadership transcend organizational and national boundaries? *American psychologist*, 52, 130-139.

Bass, B. M. (1998) The ethics of transformational leadership. In Ciulia, J (Ed.) *Ethics, the heart of leadership*. Westport, CT: Praeger.

Bass, B. M. & Steidlmeier, P. (1999). "Ethics, Character and authentic transformational leadership" *Leadership Quarterly*, 10, 2 pp. 181-217).

Bligh, M. C., & Kohles, J. C. (2009). "The Enduring Allure of Charisma: How Barak Obama Won the Historic 2008 Presidential Election." *The Leadership Quarterly*, 20, p. 483-492.

Burke, et. al (2007). Trust in leadership: A multi-level review and integration. *The Leadership Quarterly*, 18, 606-632.

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Carey, M. R. (1992) Transformational leadership and the fundamental option for self-transcendence. *Leadership Quarterly*, 3, 217-236.

Chrislip, D. D., & Larson, C. E. (1994). *Collaborative Leadership: How Citizens and Civic Leaders Can Make a Difference*. San Francisco: Jossey-Bass.

Ciulla, J. (2001). Carving leaders from the warped wood of humanity. *Canadian Journal of Administrative Sciences*, 18(4), 313-319.

Hansen, M. (2009). *Collaboration: How Leaders Avoid the Traps, Create Unity, and Reap Big Results*. Boston, MA: Harvard Business School Press.

Heifetz, R. A. (1994). *Leadership Without Easy Answers*. Cambridge, MA: Belknap/Harvard University Press.

Heifetz, R. A., & Laurie, D. L. (2001). "The Work of Leadership." *Harvard Business Review*, December, pp. 131-140.

Heifetz, R. A., & Linsky, M. (2002). "A Survival Guide for Leaders." *Harvard Business Review*, June, pp. 65-74.

Henton, D., Melville, J., & Welsh, K. (2004). "The rise of the new civic revolutionaries:

answering the call to stewardship in our times.” *National Civic Review*, Spring, p. 43-49.

Howell, J.M. & Avolio, B. J. (1992) The ethics of charismatic leadership: Submission or liberation? *Academy of Management Executive*, 6(2), 43-54.

Hook, S. (1943). *The Hero in History*. New York: The Humanities Press.

Jackson, B., & Parry, K. (2009). *A Very Short, Fairly Interesting and Reasonably Cheap Book About Studying Leadership*. Los Angeles, CA: Sage Publications.

Kanter, R. B. (1996). “World Class Leaders.” In F. Hesselbein, M. Goldsmith, & R. Beckhard, *Leader of the Future*. New York: Jossey-Bass, p. 89-98.

Kiefer, C. F., & Schlesinger, L. A. (2010). *Action trumps everything*. Duxbury, MA: Black Ink Press.

Kidder, R. M. (2006). *Moral Courage*. New York: Harper.

Lewin, K. (1997). *Resolving Social Conflicts and Field Theory in Social Science*. Washington, DC: American Psychological Association.

McClelland, D.C. (1985) *Human motivation*. Glenview IL: Scott-Foresman.

Maddi, S.R. (2005). *Resilience at work: How to succeed no matter what life throws at you*. New York, NY: Amacom;

Macoby, M. (January, 2004). Narcissistic leaders: The incredible pros, the inevitable cons. *Harvard Business Review*, 92-101.

Morf, C.C., & Rhodewalt, F. (2001). Unraveling the paradoxes of narcissism: A dynamic self-regulatory processing model. *Psychological Inquiry*, 12, 177-196.

Morf, C.C., Weir, C., & Davidov, M. (2000). Narcissism and intrinsic motivation: The role of goal congruence. *Journal of Experimental Social Psychology*, 36, 424-438.

Neustadt, R. E. (1960). *Presidential Power: The Politics of Leadership*. New York: John Wiley & Sons.

Regine, B., & Lewin, R. (2000). “Leading at the edge: How leaders influence complex systems.” *Emergence*, 2(2), 5-23.

Sankowsky, D. (1995) The charismatic leader as narcissist: Understanding the abuse of power. *Organizational Dynamics*, 23, 57-71.

Shamir, B., House, R.J. & Arthur, M.B. (1993) The motivational effects of charismatic leaders: A self-concept based theory. *Organizational Science*, 4, 577-594.

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Weber, M. (1924/1947). *The theory of social and economic organizations* (T. Parsons, Trans.). New York: Free Press.

Wren, J. T. (1998) James Madison and the ethics of transformational leadership. In J. Ciulla, (Ed.) *Ethics, the heart of leadership*. Westport, CT: Praeger, pp. 145-168.

### Instructor Bio

Mark McCloskey is Professor of Ministry Leadership and Lead Faculty for the Master of Arts in Transformational Leadership program at Bethel Seminary. He earned a B.A. at Miami of Ohio, an M.Div. from Bethel Theological Seminary and a PhD from the University of South Florida. Mark served with Campus Crusade for Christ from 1974-98 in various capacities, including Campus Director at the University of North Dakota, Area Director for the Upper Midwest, Director of Human Resources, Director of International Student Ministries, and Director of Strategic Planning. Mark helped to launch the Center for Transformational Leadership at Bethel Seminary in 1998. Mark attends Calvary Baptist, Roseville, Minnesota. He has served on the Board of the Urban Leadership Academy and presently serves on the National Board of Love, INC. Mark lives in Arden Hills, MN with his wife Dawnelle. They have two adult children, David who is married to Abby and lives in Washington, DC, and Kirsten, a recent graduate of Bethel University.

## Instructions for Using Moodle

1. Go to <https://blink.bethel.edu> and enter your login information.
2. Locate the Moodle icon in the row of icons at the top right of the Blink home page and click on it.
3. This will take you directly to the Moodle home page.  
**Note:** You should not need to login again, however, if it does request you to login, enter your same username and password. If you access the Moodle site directly (<http://moodle.bethel.edu>) you will need to click “User Login” and enter your login information.
4. Once you are at the Moodle homepage, scroll down until you see “My Courses”.
5. All available courses will be listed under the heading “My Courses”. Select the course you want to see by clicking on the title.
6. Your instructor can choose to organize information by week or by topic.
  - a. The first link you should see at the top of the page is “News Forum”. Announcements will be posted here.
  - b. Syllabus may also be posted here.
  - c. Each week or topic may contain links to readings, assignments, web pages or other various resources.
7. The left and right hand side of the page will include other various links such as:
  - a. Participants: A list of all members of the class.
  - b. Forums: Different “forums” or discussions will be posted here.
  - c. Resources: This link can take you to various documents or materials uploaded by your professor.
  - d. Library Link: A link to various library resources.
  - e. Latest News: This gives a brief preview of the most recent announcements.

## Academic Course Policies

(Please see catalog for full range of requirements.)

**General Course Expectations:** Written assignments should represent the student's own work, confirm to principles of academic integrity, and reflect doctoral-level thinking and writing skills, and be in accordance with the program's guidelines for style and form issues (see section 7 of the *D.Min. Student Manual*).

1. **Academic Integrity** (88-9): "Written material submitted must be the original work of the student. Academic dishonesty constitutes a serious violation of scholarship standards at Bethel and can result in denial of credit and possible dismissal from the school. Any act that involves misrepresentation regarding the student's academic work is forbidden. Academic dishonesty includes cheating on assignments or exams, plagiarism, fabrication of research, multiple submissions of work in different courses, misrepresentation of academic records, the facilitation of academic dishonesty, and depriving others of necessary academic resources."
2. **Course Papers** (90): "All assigned course and term papers in all degree programs are to be submitted in thesis form in conformity with the most recent edition of Kate Turabian's *A Manual for Writers...*" "In addition, students are expected to use inclusive language."
3. **Incomplete Course Work** (92): "Students are expected to submit all work by the dates set by the course instructors and complete all course requirements. The grade 'Incomplete' is temporary and will be granted only in unusual circumstances (such as serious illness or critical emergencies) and will not be considered for a student who is simply behind in the assignments."
4. **Harassment Policies** (93): "Bethel Seminary is committed to providing a Christ-centered community where students, faculty, and staff can work together in an atmosphere free from all forms of harassment, exploitation, or intimidation, including racial and sexual harassment. All members of the Bethel community are expected to educate themselves about sexual and racial harassment."
5. **Accessibility:** Please contact the instructor as soon as possible if disability-related accommodations are needed. Accommodations for students with documented disabilities are set up through the office of Disability Services. Contact Kathy McGillivray, director of Disability Services, at (651) 635-8759.
6. **Drops/Withdrawals:** If you are dropping or withdrawing from a course, it is important to establish your last day of attendance. Please notify the registrar's office and contact your instructor of your intent to drop or withdraw from a course.