

**ML902**  
**Authentic Leadership: Courage in Action**  
**Bethel Seminary, Doctor of Ministry**

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1. Read the Course Syllabus, especially the course introduction and learning outcomes.
2. Watch the movie **October Sky** (if you can) in preparation for class discussions (you will watch the movie in teams and select case studies for class).  
***If you have further questions feel free to email me or call me.***

Visit [ATLLeaders.com](http://ATLLeaders.com) to see a promotional of the program.

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 Naval Academy pilots and officers. In the early 90's he served as an Australian Director with The Navigators, 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 client's 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.

# ML902

## Authentic Leadership: Courage in Action

### Course Description

This course focuses on an integrated paradigm that brings together the broad field of leadership. Students synthesize the field of leadership into six integrated elements of action. Students then frame real issues they are facing within their spheres of influence (congregations, schools, communities, local businesses etc). Students work through a resolution process based on TRUST principles that are linked to the integrated leadership model. The material is grounded in Biblical passages available for examination and study. Students apply this material to a real life situation and present to their cohort (or professor) (6 credits).

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This course requires online Blackboard™ interaction.  
The following link is a tutorial for how to utilize this online discussion tool:  
[http://www.bethelinmin.net/students/tech\\_info/blackboard/IntrotoBB.htm](http://www.bethelinmin.net/students/tech_info/blackboard/IntrotoBB.htm).

## **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, based on TRUST pillars in highly complex organizational environments.
6. Weigh resolution effectiveness when the power and impact of Biblical ethics are applied to the resolution process.

## **III. Course texts**

### **Required articles and texts**

**Note to Students: The ATL Leaders International website store (ATLLeaders.com) is in production at the writing of this syllabus. Furthermore, the book by Dave Horsager, The Trust Edge, has not yet been published. Publishing date is October. All material will be available online by mid-October. The webstore is expected to be finished by mid-September.**

Horsager, Dave (2009). The Trust Edge. This book will be published in early October, 2009. Students may purchase the book at ATL Leaders.com web store.

Hultgren, R. (2007). Leadership Can Be Learned...and Applied. MN: Bethel ATL Leaders International web store. PDF download.

Hultgren, R. (2009). *The Trust Edge Manual: How to build a Trust Edge Culture*. ATL Leaders International web store. PDF download. Follows the videos and/or lectures.

Shriberg, A, Shriberg, D. & Kumari, R. ( 2005) *Practicing leadership: Principles and applications* 3<sup>rd</sup> 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

Online videos: Students taking the intensive in January may wish to take the online videos to help them grasp the material in this class (this material is optional for students attending the intensive). Videos may be purchased at the ATLLeaders.com store.

**Supplemental text (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)

#### **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**

Written assignments should represent the student's own work, conform 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 Student Manual).

#### **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: Shriberg, A, Shriberg, D. & Kumari, R. ( 2005) *Practicing leadership: Principles and applications* 3<sup>rd</sup> ed, New York: John Wiley; read whole book. Hultgren, R. (2007). *Leadership Can Be Learned...and Applied*. MN: Bethel University Printing Services; introduction – chapter 4.  
**Assignment:** Two-three pages of NOTES/paper synthesizing your understanding of leadership and the issues facing leadership.
2. Reading requirement: *The Trust Edge* by Dave Horsager.
3. Reading requirement for pre-course work: 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 The Trust Edge

*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 Horsager's book helps 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: Please have all reading finished by the start of the intensive.

**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.

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

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:** Horsager book on Trust, 2 Peter 1:5-7, Matthew 5: 3-10, and ethics in resolution.

*To cover in class:*  
Ethics and resolution

**Day four-afternoon:** Horsager book on Trust, 2 Peter, Matthew 5, and ethics in resolution part two.

Assignment 5: In groups students analyze trust pillars and ethics and how these impact leadership. Groups 2 Peter 1:5-7 and Matthew 5:3-10 for consideration of biblical ethics and leadership.

**Day five; morning:** Students map out proposal for leadership intervention - personal appointments with instructor

**Day five afternoon:** Wrap up and head off.

Assignment 6: Proposal Paper. Student is to 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.
2. Reading assignments finished prior to class.
3. Group analysis of Ascent of a Leader's view of ethics & leadership.
4. Presentation framing/resolving of real life issue.
5. Group examination of trust and biblical ethics  
(see 2 Peter 1& Matthew 5).
6. Three – five page (max) proposal paper (due after returning home) on real-life situation integrating principles learned in class.
7. Intervention process including framing, resolution, and group feedback.

Satisfactorily  
Accomplished  
A – Outstanding

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: Please have all reading finished prior to intensive.

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 trust and ethics and how these impact leadership. Groups use the Horsager's book, 2 Peter 1:5-7 and Matthew 5:3-10 for consideration of biblical ethics and leadership.

Assignment 6: Proposal Paper. Student is to put together a proposal paper for the final project. This paper will lay out the issue to be examined and resolved, the perceived and real aspects of the problem, and the suggested process for resolving the issue. This paper is designed to help students clarify the direction, extent, and focus of their project. The paper also suggests how clear the process is for students as they seek to frame and resolve their issue. Fears and ethics may also be embedded in the resolution map.

Assignment 7: Intervention. Students may use the online Action Wheel Assessment (optional) to assess the problem they are facing in their environment. Results from the Assessment will provide clear feedback on what the perceived issues are. If cost for assessment is prohibitive the students are to interview colleagues, parishioners involved in the issue and write up notes framing the perceived and real issues. Students then frame the real issue(s) and work through the resolution process learned in class to resolve the issue confronting them. Students request anonymous survey feedback to clarify how the process was understood and resolved from the viewpoints of the participants. Further, the survey will request feedback on how the leader applied the trust pillars, which areas of trust the leader needs to work on, and the overall assessment of the process. Report is to be 30-50 pages (includes proposal) and should be written to the D.Min. course project standards (see Section 5 attached). **Due date: No later than July 1, 2010.**