

ML540: LEADERSHIP TRAINING MODELS (4 units)

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DESCRIPTION:

This course is an overview of leadership development focusing on design and evaluation of training models that have proven effective for leader development in mission and ministry. How can training be best balanced and fit to an individual? Includes an in-depth look at dialogue education (Jane Vella). This course gives you tools to evaluate or design training using several techniques to analyze an actual field case.

LEARNING OUTCOMES:

At some point in your ministry you are likely to need to evaluate or design a training situation. During this course students will:

- Do a detailed analysis or design of a training program using a systems approach.
- Examine several philosophical perspectives and definitions regarding leadership, training, and evaluation.
- Recognize the importance of an individual's leadership emergence process so that you will analyze the individuals being trained as well as the training processes in order to see the "individualized training fit."
- Analyze variables affecting the learner, the training process and desired outcomes using an eight step design model.
- Identify several formal, non-formal and informal models of training that have been used successfully.

COURSE FORMAT:

Conducted online, the ten weekly lessons align with Fuller's academic calendar. Each week students and the instructor will interact with each other about the material through threaded discussions which require students to sign in several times per week.

REQUIRED READING: Students must read all of the required texts. If you have previously read one of the required books, please select an alternative one from the recommended reading.

- Bain, Ken. *What the Best College Teachers Do*. Cambridge, Ma: Harvard University Press, 2004.
- Collins, Jim. *Level 5 Leadership: The Triumph of Humility and Fierce Resolve*. Cambridge: Harvard Business Review Online. 2001.
- Conger, Jay A. *Building Leaders: How Successful Companies Develop the Next Generation*. San Francisco: Jossey-Bass, 1999.
- Kouzes, James M. and Barry Z. Posner. *The Leadership Challenge: Third Edition*. San Francisco: Jossey-Bass, 2003.
- Kouzes, James M. and Barry Z. Posner. *Student Leadership Practices Inventory, Student workbook*. San Francisco: Jossey-Bass, 2005.
- Kouzes, James M. and Barry Z. Posner. *Student Leadership Practices Inventory, Self Instrument*. San Francisco: Jossey-Bass, 2005.
- McNeal, Reggie. *Practicing Greatness: 7 Disciplines of Extraordinary Spiritual Leaders*. San Francisco: Jossey-Bass, 2006
- Vella, Jane, Berardinelli, P. and Burrow, J., *How Do They Know That They Know? Evaluating Adult Learning*, Jossey-Bass, San Francisco, 1997.
- Vella, Jane, *On Teaching and Learning: Putting the Principles and Practices of Dialogue Education into Action*, Jossey-Bass, San Francisco, 2008.

RECOMMENDED READING:

- Brookfield, Stephen D. *Understanding and Facilitating Adult Learning*. San Francisco: Jossey-Bass, 1986.
- Clinton, J. Robert. *The Making of a Leader*. Colorado Springs: NavPress, 1988.
- Conger, Jay A. *Learning to Lead*. San Francisco: Jossey-Bass, 1992.
- Daloz, Laurent A. *Effective Teaching and Mentoring*. San Francisco: Jossey-Bass, 1986.
- Ferris, Robert W., ed. *Establishing Ministry Training*. Pasadena: William Carey Library, 1995.
- Ford, LeRoy. *A Curriculum Design Manual for Theological Education: A Learning Outcomes Focus*. Nashville, TN: Broadman Press, 1991.
- Freeman, R. E. *Instructional Design: Capturing the Classroom for Distance Learning*.
<http://www.fuller.edu/swm/faculty/freeman/ML525/>.
- Freire, Paulo. *Pedagogy of the Oppressed*, The Continuum Publishers, New York, 1993.
- Gibbs, Eddie, *ChurchNext: Quantum Changes in How We Do Ministry*, InterVarsity Press, Downers Grove, 2000.
- Habermas, Ronald & Klaus Issler. *Teaching for Reconciliation*. Grand Rapids: Baker, 1992.
- Holland, Fredric L. *Theological Education in Context: The Influence of Leadership Training and Anthropology on Ministry for Church Growth*. Unpublished D.Miss. Dissertation, McAlister Library, 1978.
- Knowles, Malcolm, et.al., *The Adult Learner: The Definitive Classic in Adult Education and Human Resource Development*, Jossey-Bass, San Francisco, 2005.
- Kotter, J. P. *A Force for Change: How Leadership Differs from Management*. New York: Free Press, 1990.
- Merriam, Sharan B., et.al., *Learning in Adulthood: A Comprehensive Guide*, Jossey-Bass, San Francisco, 2007.
- Smith, Patricia L. and Tillman J. Ragan. *Instructional Design*. Columbus: Merrill/Prentice Hall, 1999.
- Vella, Jane and associates, *Dialogue Education at Work: A Case Book*, Jossey-Bass, San Francisco, 2003.
- Vella, Jane, *Learning to Listen: Learning to Teach*, Jossey-Bass, San Francisco, 2002.
- Vella, Jane, *Training Through Dialogue*, Jossey-Bass, San Francisco, 1995.
- Vella, Jane, *Taking Learning to Task*, Jossey-Bass, San Francisco, 2001.

ASSIGNMENTS:

- 1 Weekly threaded discussions (30%).
- 2 Write a two-page reading report on each required primary text and a journal entry (20%).
- 3 Write one, three-page case study of a leadership development program (20%).
- 4 Write a major paper of 15 pages analyzing or designing a real training situation (30%).

PREREQUISITES: None.

RELATIONSHIP TO CURRICULUM: Elective.

FINAL EXAMINATION: None.

Updated January, 2008

This ECD is a reliable guide to the course design but is subject to modification.