

**ML524: FOCUSED LIVES (4 units) J. Robert Clinton Professor of Leadership:
Online facilitation by Wilmer Villacorta, Adjunct Instructor in Leadership**

DESCRIPTION:

This course comparatively studies a number of Christian leaders. These leaders, both men and women, were effective leaders who led focused lives. Out of these studies has emerged the concept of a focused life comprised of 4 components: (1) life purpose; (2) major role; (3) effective methodologies; (4) ultimate contribution set. Students will study a number of historical case studies and Biblical case studies, which illustrate focused lives concepts. Each student will then produce a case study of his/her own life from a focused life standpoint. As part of their personal case study, students will learn how to construct their own Personal Life Mandate – a major decision making tool for ministry and life. Students will find that they will be using these concepts in their ministries the rest of their lives.

LEARNING OUTCOMES: A student will have:

- Constructed a Personal Life Mandate, a 3-5 page major decision making tool, which includes paragraphs describing life purpose, major role, effective methodologies, and ultimate contributions,
- Proven familiarity with focused lives concepts including the integration of the four focal elements-- life purpose, major role, effective methodologies, and ultimate contributions—along their personal time-line,
- The ability to use Venn diagrams to display various focused lives concepts (including giftedness set; ultimate contributions).
- Have demonstrated familiarity with numerous focused lives concepts as measured by the case study and daily exercises.
- A life-line perspective on strategic formation which will prove useful in the development of self and other leaders.

COURSE FORMAT:

The class will be conducted on the Internet using a 10-week lesson program aligned with Fuller's academic calendar. Each week students and the instructor will interact with the material through special exercises, journaling, and threaded discussions.

REQUIRED READING:

- ML524 Focused Lives Reader covering a broad range of leaders from 1800 until now, available in the online course
- A Case Study Reader (available in the class) on diverse lives and ministries of people around the world (four Korean, several women leaders including one in Japan, one in a parachurch organization, and others in denominational church contexts, and a case study on Desmond Tutu)
- Clinton, J. Robert. *Focused Lives-Comparative Studies of Effective Leaders Who Finished Well*. Altadena: Barnabas Publishers, 1995.
- Clinton, J. Robert. *Strategic Concepts--That Clarify a Focused Life*. Altadena, CA: Barnabas Publishers, 1995.
- Plumb, Sue. *Irene Webster-Smith: An Irish Woman Who Impacted Japan*. Altadena, CA: Barnabas Publishers, 1996.

ASSIGNMENTS:

1. Reading of all materials listed above and doing related exercises for them which will include: Weekly Threaded Discussions, Journaling, and feedback exercises given to the instructor (60%)
2. A case study on the student's own life using focused lives concepts to prompt analysis. This case study will be completed by the end of the quarter. This is a major paper (40 %).
3. Th.M. Students: Appropriate additional reading and/or a written presentation shared with the class as a whole will be negotiated individually with each Th.M. student. These readings will involve case studies from the student's own ethnic background. The written presentation will be some focused life concept on which the ThM student has some expertise (extra credit 5%).

PREREQUISITES:

There are no pre-requisites. However, Students who have taken ML 530 Life Long Development and ML 521 Developing Giftedness will have a jump start on this course. Students not familiar with leadership emergence theory are advised to do optional pre-requisite readings before class.

RELATIONSHIP TO CURRICULUM: Elective.

FINAL EXAM: None.