

**TRINITY EVANGELICAL DIVINITY SCHOOL****EM 5210 CHRISTIAN LEADERSHIP AND ADMINISTRATION***FINAL -- Syllabus 1.4.2019 for Spring 2019**Christ Community Chapel – Hudson, OH*

***Important Note:*** As an intensive weekend course, preparation is required in two ways **prior** to the first class session meeting on Jan 11. Online preparatory engagement will begin on Mon Jan 7 via an online Moodle Forum; and reading preparation is required for the first class meeting on Jan 11. See the details below.

**COURSE & INSTRUCTOR INFORMATION**

Class Meetings: Fri-Sat Jan 11-12, Feb 1-2, Mar 22-23, Apr 26-27; Fridays 7:00-9:30pm, Saturday 8:30am-4:30pm

Course Facilitator: James R. Moore, PhD

Contact Information: [jmoore@tiu.edu](mailto:jmoore@tiu.edu) (place EM5210 in the subject line to draw attention to your email)

O. 847.317.8036; H. 262.942.9528; Zoom 661-916-9169; Skype jamesrmoore. It is easiest to set up an appointment to ensure I am available.

**COURSE DESCRIPTION**

EM 5210 will consider the nature and responsibilities of leadership for church and Christian ministry organizations. Case studies will be used to assist participants in applying leadership theory to practice. *Three semester hours.* (Catalog)

Further: Subjects on the docket for inclusion: history of leadership theory, biblical leadership, character and spiritual life of the leader, seasons of a leader's life, organizational systems and leadership, working with teams, communication and conflict, power, resilience, administration and management, success and failure, developing the next generation. Time obviously will not permit an in-depth analysis of all these subjects; however, they will each be touched on as the semester progresses. The subject content in this class will not repeat the one hour of leadership content in the EM 5100 Educational Ministries and Leadership course.

**TEACHING OBJECTIVES**

The course facilitator will:

- Describe various approaches to leadership and leadership challenges
- Examine leadership using a biblical and theological framework
- Encourage active engagement of learners in class discussions
- Demonstrate the critical need for leaders with Christian character
- Use case study methods to assist participants in applying theory to practice
- Provide resources for further study

**ANTICIPATED OUTCOMES**

Participants will:

- Develop an understanding of the use of a biblical and theological framework when considering leadership
- Garner a fresh appreciation for the service of ministry in the body of Christ
- Critique one's personal character as a leader
- Learn how to use case studies for problem solving
- Develop and implement a plan for personal Christian leadership formation

## COURSE READINGS

Course readings should be completed in a thorough fashion enabling participants to critique, discuss, and present the materials read. All readings should be thoroughly covered, but not every word must be read.

The six books listed below may seem like a lot, but they can all be obtained new for less than \$100, and used for about half that. Each volume is carefully selected, and ones that I would strongly recommend any leader read and keep on their bookshelf for regular reference. You will not be disappointed in selecting these volumes. I regularly hear positive comments about each from class participants.

### Required

*Note selected readings from the following:*

Burns, Bob, Tasha Chapman, and Donald Guthrie. 2013. *Resilient Ministry What Pastors Told Us About Surviving and Thriving*. Downers Grove, IL: Intervarsity. ISBN 978-0830841035. -- Read Intro, Ch 1, 2, one multi-chapter theme, and Ch 15 (75 pp).

Burns, Jack, John R. Shoup, and Donald C. Simmons Jr., eds. 2014. *Organizational Leadership: Foundations and Practices for Christians*. Downers Grove, IL: Intervarsity, ISBN 978-0830840502. – Read section 1 (75 pp).

Clinton, J. Robert. 2012. *The Making of a Leader: Recognizing the Lessons and Stages of Leadership Development* 2<sup>nd</sup> ed. Colorado Springs, CO: NavPress. ISBN 978-1612910758. – Read complete volume (243 pp). (Use 2<sup>nd</sup> edition; see note below.)

Fernando, Ajith. 2007. *Jesus Driven Ministry*. Wheaton, IL: Crossway Books. ISBN 978-1581348514. – Read Intro, Ch 1, and two chapters of your choosing (approx. 50 pp).

[*Alternatively* – Fernando, Ajith. 2016. *The Family Life of a Christian Leader*. Wheaton, IL: Crossway Books. ISBN 9781433552908. – Read Intro, Ch 1, and three additional chapters of your choosing (60 pp).]

Herrington, Jim, and R. Robert Creech. 2003. *The Leader's Journey: Accepting the Call to Personal and Congregational Transformation*. San Francisco: Jossey-Bass. ISBN 978-0787962661. – Read complete volume (164 pp).

[*Alternatively* - Steinke, Peter L. 2006. *How Your Church Family Works: Understanding Congregations as Emotional Systems*. Lanham, MD: Rowman & Littlefield. ISBN 9781566993296. -- Read complete volume (144 pp). *Steinke may be substituted for Herrington.*]

[*Alternatively* - Steinke, Peter L. 2016. *Teaching Fish to Walk: Church Systems and Adaptive Challenges*. Austin, TX: New Vision Press. ISBN 9781495190988. (order directly from pub) -- Read complete volume. *Steinke may be substituted for either Herrington or Steinke.*]

Nouwen, Henri J. M. 2002. *In the Name of Jesus: Reflections on Christian Leadership*. New York: Crossroad. ISBN 978-0824512590. Note: This volume is readily available, any printing is sufficient. – Read

complete volume (50 pp).

Additional required selected readings will be posted on the course Moodle page. These *include*:

Greenleaf, Robert. 2002. "The Servant as Leader" in *Servant Leadership: A Journey into the Nature of Legitimate Power and Greatness*. New York: Paulist. (40 pp)

Heifetz, Ronald. 2009. "Chapter 2: The Theory Behind the Practice" in *The Practice of Adaptive Leadership: Tools and Tactics for Changing Your Organization and the World*. Boston: Harvard Bus Press. (27 pp)

French, John R. P., and Bertram Raven. 1959. "The Bases of Social Power." (skim 14 pp)

*See the Course Reading & Assignment Calendar below for reading schedule.*

Note for reading Clinton:

1. Look for the big picture. Look beyond the technical approach to writing and seek wisdom from a long-term leader developer.
2. Use the book to reflect on your own leadership journey, to learn more about yourself, and how God might be working in your life.
3. Use the glossary in the back of the book.
4. Write margin notes when you realize you have had an experience described, or perhaps a question about something currently happening in your life. (Notes adapted from D. Colwill.)

## **ADDITIONAL COURSE RESOURCES**

The EM 5210 online course Moodle page will be available prior to the first class meeting. Registered students will be advised of its availability. Additional resource materials will be added (primarily to the Bookshelf) as the course progresses. You will need your Trinity login to access the Moodle page, where you will need to "self-enroll" in the course. The login access is EM5210. The Moodle page is at <https://moodle.tiu.edu> click TEDS>Extension Sites>@Hudson, OH>EM 5210 SP19 (NB ensure you go to the Hudson section as other sections are also being taught this semester). Please "self-enroll" in the Moodle page as soon as you register for the course.

## **CLASS SESSIONS AND COURSE SUMMARY**

Class sessions will be highly interactive with informed contributions by participants. As such, the course requires substantial reading and thoughtful preparation *prior to each course session*. Sessions will be composed of instructor presentations, interspersed with constructive class dialogue informed by the preparatory reading, and furthered by case study presentations of class participants.

Individual and group exercises will not only put into practice skills in team building and leadership, but provide content and context for further class sessions.

The culminating course project will apply the principles of the course in each participant's particular context; and involve the development and implementation of a personal plan for Christian leadership formation.

## **COURSE EXPECTATIONS AND ATTENDANCE**

As an intensive weekend course, maximum participation is critical. This includes attendance at every session, complete and thorough preparation, and informed engagement during class time demonstrating preparation for the

session. Deficiency in any of these areas will result in a final course grade reduction of several percentage points in each area depending on the extent of the deficiency.

In the case of class attendance, class attendance and participation is critical to the class, and a class absence means you are unable to participate and contribute to the class discussions. Absence for any reason in excess of 50% of the time in any of the three weekend blocks (Fri night, Sat morning, Sat afternoon) will result in a 3% reduction in the final course grade for *each* block's absence.

## WRITING ASSIGNMENTS

Note: All writing assignments should be written at the graduate level. Requisite formatting (unless specified otherwise) includes: one inch margins, 12 point Times Roman font, double-spaced, pagination, correct English (including spelling, punctuation, topic/thesis sentence with paragraphs), citations as needed, title page, and bibliography when required. Grade deductions will be made when these conventions are not followed; or in the case of late assignments. See Moore's Writing Checklist on the Moodle page for additional guidance.

All writing assignments should be submitted on the Moodle page and in Word (NOT PDF) for ease of grading.

*Writing assignments will include (additional assignments may be added):*

1) A brief **reading report** indicating preparatory reading has been completed for each class session will be required. Readings will follow the Course Calendar below. Please note—a large portion of the final grade is based on regular and consistent reading. You will want to keep up!! Reading Reports will indicate the *cumulative percent* of required readings completed for each weekend session. *Submit your Reading Reports on the Moodle course page.*

2) **Online Moodle Forums & Reflective Responses** are required the week immediately preceding class weekends (Mon-Thurs) and the week following class weekends (Mon-Wed) at the dates listed below on the Course Calendar. Forums will generally require both posting and responding to the posts of class colleagues on the course Moodle page. Details TBA.

**Preparation Week Forums** will seek to direct our thinking from the preparatory reading to the content of the upcoming weekend.

**Reflective Week Forums** will call for thoughtful reflection and contextual application from the previous weekend class discussions.

**Reflective Responses** may be incorporated into the class time enabling class participants to respond directly to the professor as the course progresses.

3) In a team of two individuals (organized by class participants), develop a one page (single-spaced) **case study** highlighting one of the identified topics for the course. Upon selection of the topic, advise the instructor of the topic to ensure a breadth of topics will be covered among class participants. Carefully follow the guide for writing case studies posted on Moodle. Note also on Moodle the grading rubric for the assignment. *Submit your case study on the Moodle course page. **DUE (1) Tues Jan 20 or (2) Sat Feb 16.***

4) Each course participant is to identify an experienced leader in their ministry domain with a minimum of 10-15 years experience, and chronologically 10-15 years older than the participant. Conduct an interview of at least 45 minutes with this person pursuing their wisdom on the subject of leadership. Identify **advice** they would give a younger leader, **insights** they have on leadership, **pitfalls** to avoid (clearly labeling each section in your paper). Summarize *your reflections* (not a summary of the interview content, but your reflections/application of that content) of the interview and present them in a three page **interview paper** (no more/no less than three pages plus

a cover page). *Submit your interview paper on the Moodle course page. **DUE Sat March 2.***

5) The **Final Course Project** will be a “Personal Leadership Development Plan.” Details will be discussed in class as the course progresses. The plan will include attention to personal, institutional (generally church based), and professional (ministry calling) domains; and intersect with habits of the mind, practice, and heart, and will likely be approximately 6-10 pages in length. Additional details will be provided in class. *Submit your Final Course Project on the Moodle course page. **DUE Saturday May 4.***

*Note: Other small assignments may be added and included in the above categories.*

## **COURSE READING AND ASSIGNMENT CALENDAR**

Readings should be completed as below to be on-time so as to avoid any grade penalty. There will be some additional required readings posted on Moodle due on announced dates.

*Weekends prior to date:* Jan 11-12, Feb 1-2, Mar 22-23, Apr 26-27

Jan 7-10 Preparation Week Forum #1 – see online Moodle page for specifics of first Forum posting

Jan 11-12 Read Fernando [or Fernando]  
Moodle Page: Read Greenleaf “Servant as Leader”  
Read Jack Burns

Jan 12-16 Reflective Week Forum #1

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Jan 20 **Case Study DUE (first date)**

Jan 28-31 Preparation Week Forum #2

Feb 1-2 Read Nouwen  
Begin Clinton  
Moodle Page: Read Heifetz “Chapter 2: The Theory”

Feb 2-6 Reflective Week Forum #2

Feb 16 **Case Study DUE (final date)**

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Mar 2 **Interview Paper DUE**

Mar 18-21 Preparation Week Forum #3

Mar 22-23 Complete Clinton  
Read Herrington [or Steinke or Steinke]  
Moodle Page: Skim Read French & Raven “Bases of Power”

Mar 23-27 Reflection Week Forum #3

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April 22-25 Preparation Week Forum #4  
 April 26-27 Read Bob Burns  
 April 27-May 1 Reflection Week Forum #4  
 Sat May 4 **Final Course Project DUE**

## WINTER EMERGENCY PLAN

In the event of a winter weather emergency (i.e., I cannot get out of Chicago or the Hudson site is closed) please note the following to compensate for that missed period. We will collect cell numbers the first meeting, and as soon as the emergency plan needs to be put in place, details will be forthcoming via your cell and/or your Trinity email. Generally this means we will still convene on Saturday (if possible assuming my Chicago flight is late Fri night); alternatively if I am unable to get out of Chicago, plan to meet via Zoom Meeting (link on the course Moodle page) at the normal ET time on Saturday morning. We will likely convene for the entire normal Saturday period consisting of two to three online Zoom hours with intermittent viewing of online YouTube videos previously assembled by the instructor (I also teach this class online), and some possible further post-meeting activities. Again, watch your cell and email should this provision be necessary. I believe this backup plan is better than trying to reschedule amid a busy spring. Do note, I grew up in northern Michigan, so a little bit of snow does not dissuade me!

## GRADING

Reading, Reading Reports, Class Participation	35%
Online Moodle Forums & Responses	10%
Case Study	10%
Interview Paper	15%
Final Course Project	30%

## COURSE OUTLINE

A general course outline follows. Topics subject to re-arrangement and change. Depending on how the course progresses, three or four of these segments will be considered each weekend.

- 1 Introduction to Christian Leadership
- 2 Person, People, Process I: Developing a Biblical Grid
- 3 Person, People, Process II: Leadership Approaches and Theories
- 4 Person: The Character of the Leader
- 5 Process: Leadership and Systems
- 6 People: Working with Teams and Boards
- 7 People: Communication and Power
- 8 Process: Conflict

9 Process: Leading Change

10 Person: Ethics, Success and Failure

11 Process: Administration and Management

12 Person: Seasons, Resilience and Refreshment

13 People: Mentoring: Passing the Torch

14 Person, People, Process III: Course Wrap-up

### **THE SMALL PRINT PART OF THE SYLLABUS**

Contracts contain it, TV announcers quickly rattle it off, newspaper advertisements post it, and campaign signs note it at the bottom – and now *small print* come to your syllabus! The following information is now *standard* in Dr. Moore's syllabi. Some of it is institutionally required, other is idiosyncratic to Dr. Moore; however, all of it is important and should not be readily glossed over. Individual items are arranged alphabetically.

#### **Academic Integrity**

The *TEDS Academic Handbook* reads: "The Trinity community is committed to integrity in all areas of life, including academic integrity, which we believe is essential in the search for and promotion of truth. The pursuit of truth is integrally connected with values of the Trinity community including respect for individual intellectual contributions, the development of God-given talents, and the building of relationships in community in a spirit of trust. Therefore, academic integrity is upheld in the Trinity community and any form of cheating and plagiarism is not permitted.

Cheating is a form of deception and takes many forms: copying of a word from another's quiz or exam; the use of unauthorized notes, previous exams, books or other materials; the submission of another's work to fulfill a course requirement; the unauthorized use of work completed for one course in another; or the reporting of material as read that was not read.

Plagiarism gives the impression that the words or ideas in one's writings are one's own when in reality they are taken from another's written or oral work. Plagiarism may be either intentional or unintentional and includes: paraphrasing the words or ideas of another without giving credit (unless describing common knowledge); the use of quotations without identification by quotation marks and citation; and the reproduction of another's written work as if it was your own. Plagiarism is an affront to community standards, a willful neglect of the scholarship of another, and an expression of poor scholarship.

A student found to break the standard of academic integrity by cheating or plagiarizing will be confronted by the faculty member involved and will be reported to the Dean of Students. This will result in a "zero" grade for that particular paper or exam, which may result in an "F" for the course (e.g. depending on the normal weight of that particular assignment, as articulated on the syllabus, the student may fail the course). Such an assignment cannot be made-up or a substitute assignment made. It may also lead to expulsion from the institution, or a revocation of a degree already granted by Trinity."

#### **Americans with Disabilities Act**

In compliance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 (ADA), it is the policy of Trinity Evangelical Divinity School to provide appropriate and reasonable accommodations, or academic adjustments, and services to students with a documented disability to help ensure an equal educational opportunity. Students seeking these services should contact Mary Guthrie, Assistant Dean of Students, at the earliest possible time with supporting documentation. If you believe you might have a disability that negatively impacts your educational performance, but have never been diagnosed, you are encouraged to meet with Mary Guthrie to discuss your needs. You can contact her at [mcguthrie@tiu.edu](mailto:mcguthrie@tiu.edu) or 847-317-7114.

### **Class Attendance**

The *TEDS Academic Handbook* reads “Class attendance is expected in graduate education at Trinity. Participation in class discussions and completion of course requirements [is] also expected. Absences for illness or other emergencies should be discussed directly with the instructor. Any student missing more than a minimal number of class hours can expect to have their final grade penalized or fail a course when absences are excessive. Students participating in intensive short-term courses such as modular or weekend classes are expected to attend all sessions for course credit.” Dr. Moore interprets this to mean that 100% attendance is expected, any variance of that should be communicated to him, and a grade penalty can be expected for any absences.

### **Course Evaluations**

The intent of course evaluations in Dr. Moore’s mind is to aid both him and the broader institution in strengthening the teaching and learning objectives of a course. Whether an evaluation is designed by the professor or the one circulated by the Dean’s Office, students are asked to provide meaningful and helpful feedback in the spirit of contributing to the enhancement of the course for future course participants. If you have particular insights or concerns, please speak directly with the professor or the Dean’s Office as appropriate.

### **Grading Scale**

A	93 and above	C	73-76
A-	90-92	C-	70-72
B+	87-89	D+	67-69
B	83-86	D	63-66
B-	80-82	F	below 63
C+	77-79		

### **Instructor Office Hours**

Dr. Moore’s regular limited office hours for the current semester are posted on Google calendar; however, he is available other times by appointment in the office or via Zoom, Skype, Google Hangout, phone, or email.

### **Writing and Formatting**

All written assignments should be written at the graduate level. Requisite formatting (unless specified otherwise) includes: one inch margins, 12 point Times Roman font, double-spaced, pagination, correct English (including spelling, punctuation, topic/thesis sentence with paragraphs), citations as needed, and bibliography when required. Grade deductions will be made when these conventions are not followed. All uploaded written paper assignments must be submitted in Word or .rtf format (NOT .pdf) for ease of grading. Please also see the “Moore Writing Checklist” posted on the course Moodle page which articulates the minimal writing expectations for submitted papers.