Nazarene Theological Seminary

1700 E Meyer Blvd ● Kansas City, MO 64131 ● 816/268-5400

PTH 715— Leadership in Contemporary Contexts Online
Fall, 2011

Essential Information

Please refer to the following resources for information essential for the successful completion of courses and degree programs at Nazarene Theological Seminary. Links to these resources are available in the Essential Information section at http://support.nts.edu.

- NTS Mission Statement & Purpose Degree Objectives
- Tips for online learning success
- NTS library services
- NTS textbook information
- Online technical requirements and Moodle support information
- NTS Student Handbook including statements on quality of work, plagiarism, and academic probation
- *Handbook for Inclusive Language*

Instructor Information

Professor: : D. Martin Butler, Ph.D. Email: dmbutler@nts.edu
Office: (816) 268-5421
Office Hours: 8:00- 4:30 or by appointment

Catalog Description

A study of the dynamics of leadership and administration of the total programs of the local church. Through lecture, discussion, projects, case studies, and research students will gain a working understanding of the necessary competencies for pastoral leadership.

Course Narrative & Rationale

The course is built upon the assumption that leaders make a difference in all organizations, including the church. This does not suggest that the pastor/leader is a dominant figure who "controls" everything the church says and does. It does imply that the leader is engaged in helping the ministry find its purpose and in moving it toward its stated objectives. Christian leaders are servant leaders who take their cues from Christ's model of the first being last and the leader coming not to be served, but to serve. The class focuses on twelve leadership behaviors/competencies deemed to be essential for effective ministry.

Degree Objectives

This course addresses M.Div. course objectives 1, 2, 3, 4, 5, and 6

Course Outcomes

At the conclusion of the course, the disciplined, serious student will be able to:

1. Understand that administrative leadership in the church is a ministry function and not an aside to "real ministry." (M.Div. Objective 5) Achieved through readings, comprehension of the lectures, classroom dialogue, case studies, leadership interview, board meeting analysis, philosophy of ministry, and examination.
2. Articulate biblical and theological foundations for administration in the church. (M.Div Objectives 2 and 3) Achieved through readings, comprehension of the lectures, classroom dialogue, leadership interview, philosophy of ministry, and examination.
3. Demonstrate a developing personal philosophy of ministry, particularly relating to administration, in light of the need of the church to meet the contemporary challenges of allocating and utilizing available resources in the 21st century. (M.Div. Objectives 4 and 5) Achieved through readings, comprehension of the lectures, classroom dialogue, case studies, leadership interview, philosophy of ministry, and examination.
4. Distinguish among theories of leadership -- trait, behavioral, situational, transformational/charismatic, and contextualized. (M.Div. Objective 3) Achieved through readings, comprehension of the lectures, classroom dialogue, and examination.
5. Articulate the issues that distinguish leadership within the church from secular leadership while appreciating the similarities between the two. (M.Div. Objectives 3 and 6) Achieved through readings, comprehension of the lectures, classroom dialogue, case studies, leadership interview, and examination.
6. Comprehend and begin developing the twelve competencies expected of pastoral leaders. They include the minister as student, servant, person of moral character, shepherd, visionary catalyst, change agent, problem solver, delegator, team builder, planner, manager, and administrative overseer. (M.Div. objectives 1, 4, 5, and 6) Achieved through readings, comprehension of the lectures, classroom dialogue, case studies, leadership interview, board meeting analysis, philosophy of ministry, and examination.
7. Leave NTS to lead congregations that are focused, organized, and resourced toward the fulfillment of their mission. (M.Div. objectives 1, 4, 5, and 6) Achieved through readings, comprehension of the lectures, classroom dialogue, case studies, leadership interview, board meeting analysis, philosophy of ministry, and examination.

Church of the Nazarene COSAC Competencies

The Church of the Nazarene has established competencies that must be met for Ordination within the denomination. The competencies that relate to this class are listed below. Other denominations and theological traditions will have similar objectives for ministerial

preparation. Students from other denominations and theological traditions that require additional competencies are encouraged to discuss the need to address these requirements with the professor.

1. Ability to identify the directives of the *Manual* of the Church of the Nazarene that pertain to the organization and ministry of the local church and to the responsibilities of the pastor at local and district levels. (CN-29)
2. Ability to explain the governance systems of the church at local, district and general levels. (CN-30)
3. Ability to write an integrative philosophy of ministry that will answer "why I do what I do when I do it". (CP-4)
4. Ability to provide oversight of one's ministry using management skills including servant leadership, conflict resolution, and administration. (CP-5)
5. Ability to manage ministry resources of one's ministry (time, human, financial, etc.) in a way consistent with a church's size and characteristics. (CP-6)
6. Ability to conceive and articulate purpose, mission, vision, and to develop strategic plans in ways that strengthen a unified vision. (CP-7)
7. Ability to develop team building skills, identify and cultivate spiritual gifts, recruit volunteers, empower laity, diagnose and intervene in problems. (CP-8)
8. Ability to appropriately lead congregations in developing principles for biblical stewardship of life resources. (CP-9)
9. Ability to prepare, organize, and deliver a biblically sound basic scheme of administrative oversight in culturally appropriate ways, using appropriate techniques and skills. (CP-34)
10. Ability to develop and utilize existing ministry forms (such as facilities management and safety assessment, personnel development, basic recordkeeping, maintaining church policies, etc.) by which individuals, families, and congregations may be formed into Christlikeness. (CP-35)
11. Ability to assess and implement emerging approaches to administration in light of enduring theological (Bible, doctrine, philosophy) and contextual (history, psychology, sociological) perspectives. (CP-36)

Required Texts & Course Materials

Berkley, James, D. *Leadership Handbook of Management and Administration*. Grand Rapids: Baker Books, 2007.

Carder, Kenneth L. and Warner, Laceye C. *Grace to Lead*. Nashville, TN: General Board of Higher Education and Ministry, 2011.

Carroll, Jackson W. *God's Potters: Pastoral Leadership and the Shaping of Congregations*. Grand Rapids: Eerdmans Publishing Company, 2006.

Cladis, George. *Leading the Team-Based Church.* San Francisco: Jossey-Bass, 1999.

Kouzes, James & Posner, Barry. *The Leadership Challenge (Third Edition)*. San Francisco: Jossey-Bass, 2002.

Winseman, A; Clifton, D; Liesveld, C. *Living Your Strengths*. New York: Gallup Press, 2008.

Course Outline

INTRODUCTION (week 2)
BIBLICAL AND THEOLOGICAL FOUNDATIONS (week 2)
HISTORY OF LEADERSHIP (week 2)
LEADERSHIP DEFINITIONS (week 2)
DISTINCTIONS BETWEEN CHURCH AND SECULAR LEADERSHIP (week 3)
DISCOVERING YOUR LEADERSHIP STYLE (week 3)
FINDING EFFECTIVE MINISTERS (week 3)
THE MINISTER AS STUDENT (Student of the Word and of life) (week 4)
THE MINISTER AS SERVANT (Servant-based leadership) (week 4)
THE MINISTER AS A PERSON OF MORAL CHARACTER (Ethical Leadership) (week 5)
THE MINISTER AS SHEPHERD (Pastoral care and love of persons) (week 5)
THE MINISTER AS VISIONARY CATALYST (Leader is inspirer of vision) (week 6)
THE MINISTER AS CHANGE AGENT (Leading and managing change) (week 6)
THE MINISTER AS PROBLEM SOLVER (Managing conflict in the church) (week 8)
THE MINISTER AS DELEGATOR (Delegating without micromanaging) (week 8)
THE MINISTER AS TEAM BUILDER (Working with paid staff and volunteers) (week 9)
THE MINISTER AS PLANNER (Strategic planning, church and personal budgets) (weeks 10 & 11)
THE MINISTER AS MANAGER (Human, fiscal, and physical resources) (weeks 11 & 12)
THE MINISTER AS ADMINISTRATIVE OVERSEER (Reports, board meetings, etc.) (week 13)
COURSE WRAP-UP (week 14)

Course Assignments & Requirements

Students are reminded of the following ***minimum*** requirements for online participation:

- Students are encouraged to read posts nearly every day.
- Students are required to write a quality post at least three days each week.
- A quality post is one that begins a new topic, critical reflection on another person's post, or one that moves the discussion in a new direction.
- Unless otherwise assigned, posts in a Forum should be at least 75 words for a new topic and at least 50 words for a response to another's topic.
- An assignment posted in a Discussion Forum may be considered a quality post at the discretion of the instructor.
- Correct grammar and accurate spelling are expected.

ASSIGNMENTS DUE EVERY WEEK

1. **Class Dialogue and Attendance**:
    - Students are encouraged to read posts nearly every day.
    - Students are required to write a quality post at least three days each week. A quality post is one that begins a new topic, is a critical reflection on another

person's post, or one that moves the discussion in a new direction. Submission of assignments other than weekly discussion question answers does not count as dialogue posts. (That is, students are required to submit quality posts at least three days per week and the only assignment that counts as part of the three quality posts is the discussion question answer.) (Course Outcomes 1-7 and COSAC Competencies 1-11)

- Posts should be at least 75 words in length for a new topic and at least 50 words for a response to another's topic. (Discussion question posts have their own word count requirement. See below.)
- Correct grammar and accurate spelling are expected.

2. **Discussion Questions:**
   - I will provide discussion questions each week. Students are to select two of the questions and answer them no later than **WEDNESDAY of each week**. Responses should reflect insights gained in the readings and life experiences. Responses should be roughly 300 words in length, per question. The submission of your discussion question answers count toward the dialogue requirement listed above. In addition to submitting your own discussion question answers, students are expected to respond to at least one of the answers of your colleagues by posting a note under the appropriate discussion thread. Responses to your fellow students count for the dialogue points mentioned in number one above. (Course Outcomes 1-7 and COSAC Competencies 1-11)

ASSIGNMENTS DUE ON ASSIGNED DATES THROUGHOUT THE TERM

1. **Autobiography**: Students are required during WEEK ONE to submit a brief autobiography to enable us all to get acquainted. Submit it to the appropriate week one forum. Tell us a little about your personal, professional, and educational life as well as about your ministry calling. Respond, as appropriate, to the autobiographies of your colleagues.

2. **Reading Reports:**
   Students are required to read six texts and report on five of them (Berkley, Carder, Carroll, Cladis, and Kouzes & Posner) by the assigned dates. The due dates for these reports will always be on **MONDAY** of the week in which they are due. Submit the report to the appropriate forum for the week in which it is due. Use the format displayed in the book report guideline sheet attached. Respond, as appropriate, to the submissions of your colleagues. (Course Outcomes 1-7 and COSAC Competencies 3-11)

3. **StrengthsFinder Instrument:**
   Complete the StrengthsFinder tool that is part of the *Living Your Strengths* book. Write a brief report (400-500 words) telling your colleagues about what you learned about yourself. Submit the report to the appropriate forum in the week in which it is due. Be prepared to dialogue with follow classmates about their strengths. (Course Outcomes 1- 3, 5-7 and COSAC Competencies 3,4,6,7,and 11)

4. **Philosophy of Ministry:**

Submit a personal philosophy of ministry by the assigned date to the appropriate forum. (It is assumed that each student in the class will have written a philosophy of ministry in earlier classes or during undergraduate work. This previous work may be submitted for this assignment, edited and/or re-written.) This assignment must be no more than the equivalent of three pages in length. It should answer, in part, the question, "Why I do what I do when I do it." It is to be the type of document you would present to a church or other organization to which you were applying for a ministry position. Respond, as appropriate, to the submissions of your colleagues. (Course Outcomes 1-7 and COSAC Competency 3)

5. **Revised Philosophy of Ministry:**
At the end of the course by the assigned date submit to the appropriate forum a revised personal philosophy of ministry. Revisions to the original philosophy are to be noted in *italic type* and deletions noted with a ~~strikethrough~~. At the end of the paper discuss (in 500 words or so) what changes there are in the philosophy of ministry that have been brought about because of the discussions and learning of this class. Respond, as appropriate, to the submissions of your colleagues. (Course Outcomes 1-7 and COSAC Competency 3)

6. **Leadership Case:**
Much of the course will concentrate on twelve leadership behaviors/competencies expected of pastoral leaders. Each student is to select one of the competencies and write a 1000 to 1500 word case study on the topic. It is preferred that the case come from your own experiences, but it may be fictional, if you prefer. It must identify issues covered in the lecture and facilitate the class in developing the skill in question. Cases are due no later than **TUESDAY** of the week in which the topic in question is being covered in class. (See the calendar later in the syllabus.) Submit the case to the appropriate forum for the week in which it is due. Students are REQUIRED to send a post in dialogical response to each case submitted to the classroom and that post counts as one of your required posts for the week in question. The twelve competencies are: student, servant, person of moral character, shepherd, visionary catalyst, change agent, problem solver, delegator, team builder, planner, manager, and administrative overseer. Case topics are assigned on a first-come, first-served basis. E-mail me ASAP with your first, second, and third topic choice. (Course Outcomes 1-3, 5-7 and COSAC Competencies 1-11)

7. **Leadership Interview:**
Interview a leader whom you consider to be "effective", write a 3 page report on your findings. Submit the interview to the appropriate forum for the week in which it is due. Respond, as appropriate, to the submissions of your colleagues. (Course Outcomes 1-3, 5-7 and COSAC Competencies 3-11)

8. **Board Meeting Analysis:**
Attend a Church Board meeting at your local church. Write a reflection paper on the experience and submit the report to both the appropriate assignment link and as an attachment in the Board Analysis Forum of week twelve. Respond, as appropriate, to the submissions of your colleagues. The report is to be eight to ten typewritten pages in length. It should use a standard research paper title page and begin with a paragraph

describing the meeting particulars – when, where, who, how long the meeting lasted, etc. Please use titles for participants rather than personal names. Following this opening paragraph, the paper should have six clearly defined sections as indicated below. (Course Outcomes 1-3, 5-7 and COSAC Competencies 1-11)

A. *Information for decision making* – analyze the agenda, reports from committees, reports from pastoral staff, treasurer's report, etc., for clarity, usability, and integrity.
B. *Structures* – describe, analyze, and assess how the group organized itself to do its work. That is, did the group follow formal structure, proper parliamentary procedures, etc., or was the group more informal in its processes?
C. *Relationships* – assess interactions between pastor, staff members, and group members. Did everyone have opportunity to speak or did a few dominate the process?
D. *Effectiveness* – analyze the productivity or outcomes of the meeting in light of the agenda and other stated goals for the meeting.
E. *Theological Reflection* – evaluate the process and outcomes of the meeting in light of your Biblical and theological understandings of ecclesiology, spiritual leadership, uses of power, etc.
F. *Recommendations* – suggest ways the meeting could be improved in light of the five areas of analysis listed above.

9. **Final Exam:**
The final comprehensive experience will be a single essay that must be written within a two hour time period during **the final week of class** and is to be written on the topic, "The Spiritual Ministry of Leadership and Administration." It should demonstrate the student's understanding of theological and biblical foundations of pastoral leadership as well as provide evidence that the student is aware of the range of church administrative responsibilities. The essay should not exceed seven pages, typed, double spaced. The essay may be written at any location with books, notes, articles, etc, and, if desired, a skeletal outline. Please cite resources properly. DO NOT pre-write the essay prior to sitting down to complete this assignment. It should be submitted to the appropriate assignment link during week fourteen. (Course Outcomes 1-7 and COSAC Competencies 1-11)

Distribution of Student Learning Hours

	hours
Online Participation in forums, groups, etc.	39
Reading	71
Writing	7
Other Assignments and Learning Activities	16
Exams & Quizzes	5
TOTAL	141

Method for Submitting Assignments

All assignments are to be submitted via the Moodle software and not as e-mail attachments. The only e-mail you are asked to submit to me is your list of preferred case topics. Of course, if you have individual questions to raise with me that you do not want to submit to the classroom, feel free to e-mail me; however no assignments are to be submitted as e-mail attachments.

Inclusive Language

NTS is committed to the equality of women and men. Recognizing that people have often used the English language in ways that imply the exclusion or inferiority of women, NTS urges students, faculty, and staff to avoid sexist language in public discourse, in classroom discussions, and in their writings. All written work presented to meet course requirements must use gender inclusive language.

Policy Regarding Late Work & Missed Exams

No credit will be given for late assignments unless arrangements have been made with me IN ADVANCE.

Course Grading

Participation Points (10 points per week X 13 weeks)	130 points
Discussion Questions (15 points per week X 12 weeks)	180 points
Five Book Reports (20 points each)	100 points
StrengthsFinder Reflections	25 points
Initial Philosophy of Ministry	20 points
Revised Philosophy of Ministry	45 points
Leadership Interview	100 points
Reflection Paper on Board Meeting	150 points
Case	150 points
Examination	100 points
Total	1,000 points

900 - 1000 points	A
800 - 899 points	B
700 - 799 points	C
600 - 699 points	D
Below 600 points	F

Grades on written assignments will be based 85% upon content, 5% upon form and style, and 10% on grammar and punctuation. Each grammatical and spelling error will reduce the grade by one half of one percent up to a maximum of a ten percent reduction.

Participation points will be granted according to the following rubric:

Posting Rubric

	Poor	Below Average	Average	Great
Participation and Initiative Shown	Rarely participates in discussion; does not make an effort to participate; seems indifferent	Limited initiative, does not post minimum requirement; occasionally makes meaningful reflection on group's efforts; marginal effort to become involved with group	Posts minimum requirement; attempts to direct the discussion and to present relevant viewpoints for consideration by group	Demonstrates good self-initiative; posts frequently; attempts to direct the discussion and to present relevant viewpoints for consideration by group; interacts freely
Relevance of Posts	Posts responses which do not relate to the discussion content; makes short or irrelevant remarks	Occasionally posts off topic; most responses are short in length and offer no further insight into the topic	Frequently posts responses that are related to discussion content; prompts further discussion of topic	Consistently posts responses related to discussion topic; cites additional references related to topic to further discussion
Clarity of opinions/ideas; connection to topic	Does not express opinions or ideas clearly; evidences grammatical/spelling mistakes	Unclear connection to topic evidenced in minimal expression of opinions or ideas; occasional spelling/grammatical errors	Opinions and ideas are stated clearly; occasional lack of connection to topic; well-written and presented	Expresses opinions and ideas in a clear and concise manner with obvious connection to topic; well-planned
	5 points	7 points	8 points	10 points

In accordance with the provisions of the Rehabilitation Act of 1973, NTS is committed to providing students with disabilities the opportunity to participate and benefit from its programs and activities. Accordingly NTS will make reasonable modifications to its programs and activities to accommodate otherwise qualified students with disabilities, unless such modifications would impose an undue burden on the operation of the particular program or activity or would fundamentally alter the nature or purpose of the program or activity. Students needing accommodations should contact the Office of the Registrar. They also should contact the instructor no later than the end of the first class session to discuss learning needs and adaptive strategies that have been beneficial for the student in the past.

Course Calendar

Date	Week	Assignment
9/13	1	Autobiography
9/21	2	Discussion Questions
9/22	2	Initial Philosophy of Ministry
9/26	3	Carder Reading Report
9/28	3	Discussion Questions
9/29	3	StrengthsFinder Reflections
10/4	4	Student Case and Servant Case
10/5	4	Discussion Questions
10/10	5	Berkley Reading Report
10/11	5	Person of Moral Character Case and Shepherd Case
10/12	5	Discussion Questions
10/17-23	6	Reading and Research Week. No assignments or dialogue due
10/24	7	Carroll Reading Report
10/25	7	Visionary Catalyst Case and Change Agent Case
10/26	7	Discussion Questions
11/1	8	Problem Solver Case and Delegator Case
11/2	8	Discussion Questions
11/7	9	Cladis Reading Report
11/8	9	Team Builder Case
11/9	9	Discussion Questions
11/15	10	First Planner Case
11/16	10	Discussion Questions
11/18	10	Leadership Interview
11/21	11	Kouzes & Posner Reading Report
11/22	11	Second Planner Case
11/23	11	Discussion Questions
11/29	12	Manager Case
11/30	12	Discussion Questions
12/1	12	Board Meeting Analysis
12/6	13	Administrative Overseer Case
12/7	13	Discussion Questions
12/8	13	Revised Philosophy of Ministry
12/14	14	Discussion Questions
12/16	14	Final Exam

Book Report

Student _____ Date _____

Book Title _____ Author _____

Percentage of Book Read _____%

Thesis or Purpose: (One Paragraph of not more than 50 words)

Insight #1 Learned: (List)

(One Paragraph on how this will help you in ministry)

Insight #2 Learned: (List)

(One Paragraph on how this will help you in ministry)

Insight #3 Learned: (List)

(One Paragraph on how this will help you in ministry)

Quotes: (Give 5 quotes with page number and a couple of sentences explaining why you thought this quote was important.)