

NAZARENE THEOLOGICAL SEMINARY
PTH710 Church Leadership and Administration
Spring, 2010

INSTRUCTOR INFORMATION

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COURSE DESCRIPTION

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

COURSE NARRATIVE AND 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.

COURSE TEXTBOOKS

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

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: How Pastors and Church Staff Can Grow Together In a Power Fellowship of Leaders*. 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 OBJECTIVES

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 manage personal and church finance. (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-22 Administration)
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-23 Administration)

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-24 Administration)

In addition, I have established my own objectives for the course. The number in parenthesis at the end of the objective corresponds to the objectives of the M. Div. program as listed in the Catalog. 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.” (# 5)
2. Articulate biblical and theological foundations for administration in the church. (# 2 & 3)
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. (#4 & 5)
4. Distinguish among theories of leadership -- trait theories, behavioral theories, situational theories, transformational/charismatic theories, and contextualized theories. (#3)
5. Articulate the issues that distinguish leadership within the church from secular leadership while appreciating the similarities between the two. (#3 & 6)
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. (#1, 4, 5, & 6)
7. Leave NTS to lead congregations that are focused, organized, and resourced toward the fulfillment of the mission of God. (#1, 4, 5, & 6)

COURSE REQUIREMENTS

1. **Class Participation and Attendance:**
Students are expected to attend all class sessions and to be on-time. Students should come to class with appropriate reading completed so as to be better prepared to engage the topic of the session.
2. **Reading:**
Students are required to read the five texts by the assigned dates. Submit a book report using the format displayed in the book report guideline sheet attached. The reports may be submitted in person or through the Moodle assignment tool. Please do not submit work as an attached e-mail to my personal email account.

3. **StrengthsFinder Instrument:**
Complete the StrengthsFinder tool that is part of the *Living Your Strengths* book. Be prepared to report to the class on the results during the class session in which this topic is discussed. (See the calendar later in the syllabus).

4. **Philosophy of Ministry:**
Submit a personal philosophy of ministry on the date listed in this syllabus. (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 typed and no more than three pages in length. It should answer, in part, the question, “Why I do what I do when I do it.” It should be the kind of document you could present to a church or other religious organization that was considering you for a ministry assignment. (If you plan to pastor, it should reflect pastoral concerns; if you plan to be a staff member, it should reflect staff ministry concerns; if you plan to be a chaplain, it should reflect your thoughts about chaplaincy ministries; etc.). Students are also to submit a revised personal philosophy of ministry toward the end of the course on the date listed later in this syllabus. Revisions to the original philosophy are to be noted in *italic type* and deletions noted with a ~~strike through~~. At the end of the paper discuss in roughly 500 words what changes there are in the philosophy of ministry that have been brought about because of the discussions and learning of this class. The philosophy statements may be submitted in person or through the Moodle assignment tool. Please do not submit work as an attached e-mail to my personal email account.

5. **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 750 to 1000 word case study on the topic. It is preferred that the case come from your own experiences, but it may be fictional, if you wish. It must identify issues covered in the lecture and facilitate the class in developing the skill in question. Cases are due on the date on which the topic in question is being covered in class. (See the calendar later in the syllabus.) Bring enough copies to share with the entire class. 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. More than one person may author a case as a group project with permission of the professor. Case topics are assigned on a first-come, first-served basis. Notify me ASAP with your topic choice.

6. **Board Meeting Analysis:**
Attend a Church Board meeting at your local church. Write a reflection paper on the experience and submit the report on the date listed. (See the calendar later in the syllabus.) The report may be submitted in person or through the Moodle assignment tool. Please do not submit work as an attached e-mail to my personal email account. 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:

- 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. How did what happened in this meeting contribute to the Mission of God?
- F. *Recommendations* – suggest ways the meeting could be improved in light of the five areas of analysis listed above.

7. **Leadership Interview:**

Interview a leader whom you consider to be “effective,” write a 3 page report on your findings. Submit the written report on the date listed. (See the calendar later in the syllabus.) The report may be submitted in person or through the Moodle assignment tool. Please do not submit work as an attached e-mail to my personal email account.

8. **Final Exam:**

The final comprehensive experience will be a single essay that must be written within a two hour time period not before May 3 and not after May 6 at noon. The essay is to be written on the topic, “The Spiritual Ministry of Leadership and Administration” and 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. The exam may be submitted in person or through the Moodle assignment tool.

NOTE: No credit will be given for late assignments unless arrangements have been made with the professor IN ADVANCE.

GRADING PROCEDURES

Participation	100 points
Five Book Reports (40 points each)	200 points
Completion of StrengthsFinder Instrument	50 points
Initial Philosophy of Ministry	25 points
Revised Philosophy of Ministry	75 points
Reflection Paper on Board Meeting	150 points
Case	150 points
Leadership Interview	150 points
Examination	<u>100</u> 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.

COURSE OUTLINE/CALENDAR

- 1. Session One – February 4**
 - Introduction to the Course and the Topic
 - Syllabus
 - Biblical and Theological Foundations
 - History of the Leadership Field

- 2. Session Two – February 11**
 - Introduction to the Course (Continued)
 - Definitions
 - Secular and Church Leadership Distinctives
 - Interpreting the StrengthsFinder
 - Finding Effective Pastors

DUE: Initial Philosophy of Ministry
StrengthsFinder Instrument

- 3. Session Three – February 18**
 - Leadership Behaviors
 - The Minister as Student
 - The Minister as Servant

DUE: Winseman Reading Report
Student Case, Servant Case

- 4. Session Four – February 23**
 - Leadership Behaviors
 - The Minister as a Person of Moral Character
 - The Minister as Shepherd

DUE: Moral Character Case, Shepherd Case

- 5. Session Five – March 4**
 - Leadership Behaviors
 - The Minister as Visionary Catalyst
 - The Minister as Change Agent

DUE: Berkley Reading Report
Visionary Catalyst Case, Change Agent Case

- 6. Session Six – March 11**
 - Leadership Behaviors
 - The Minister as Problem Solver
 - The Minister as Delegator

DUE: Problem Solver Case, Delegator Case

- 7. Session Seven – March 18**
Leadership Behaviors
The Minister as Team Builder

DUE: Cladis Reading Report
Team Builder Case

March 25 Reading and Research Week

- 8. Session Eight – April 1**
Leadership Behaviors
The Minister as Planner

DUE: Planner Case

- 9. Session Nine – April 8**
Leadership Behaviors
The Minister as Planner (Continued)

DUE: Carroll Reading Report

- 10. Session Ten – April 15**
Leadership Behaviors
The Minister as Manager

DUE: Board Meeting Analysis
Manager Case

- 11. Session Eleven – April 22**
Leadership Behaviors
The Minister as Administrative Overseer

DUE: Kouzes and Posner Book Report
Revised Philosophy of Ministry
Administrative Overseer Case

- 12. Session Twelve – April 29**

DUE: Leadership Interviews

- 13. Session Thirteen – May 6**

DUE: Final Exam

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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.)