Dynamics of Christian Leadership
SYLLABUS

I.   COURSE DESCRIPTION

An analysis of the qualities and practices of the effective Christian leader based on principles in Scripture and related literature, with attention to devising a personal philosophy of spiritual leadership.

II.   COURSE OBJECTIVES

- Develop a biblical philosophy of Christian leadership.

- Identify the theological and historical developments in leadership theory.

- Describe the key skills needed for Christian leadership.

- Appraise giftedness, calling, ministry vision, vocational plans, and personal issues impacting the ability to provide effective leadership.

- Design a personal leadership development plan towards one's ministry vision addressing both giftedness and areas of development.

- Appraise the leadership needs of an organization.

III.   COURSE TEXTBOOKS

A.   Required

Kouzes, James and Barry Posner. *The Leadership Challenge*. 5th ed. San Francisco: Jossey-Bass, 2012.

Malphurs, Aubrey. *Being Leaders*. Grand Rapids: Baker Books, 2003.

Sanders, J. Oswald. *Spiritual Leadership*. New. ed. Chicago: Moody Press, 2004.

B.   Suggested

Allender, Dan. *Leading with a Limp*. Colorado Springs: WaterBrook, 2006.

Arbinger Institute. *Leadership and Self Deception*. San Francisco: Berrett-Koehler, 2010.

Bennis, Warren. *On Becoming a Leader*. Reading, MA: Addison-Wesley, 1989.

Berkley, James, ed. *Leadership Handbook of Management and Administration*. Grand Rapids: Baker, 1994.

Blanchard, Ken, Patricia Zigarmi, and Drea Zigarmi. Leadership and the One Minute Manager. Updated Ed. New York: HarperCollins, 2013.

Blanchard, Ken, and Phil Hodges. Lead Like Jesus. Nashville: Thomas Nelson, 2005.

Blanchard, Ken and Spencer Johnson. *The One Minute Manager*. New York: William Morrow, 1982.

Clinton, Robert. *The Making of a Leader*. Colorado Springs: NavPress, 1988.

Collins, Jim. *Good to Great*. New York: HarperCollins, 2001.

Collins, Jim and Morten Hansen. *Great by Choice*. New York: HarperCollins, 2011.

Covey, Stephen. *First Things First*. New York: Simon & Schuster, 1995.

Covey, Stephen. *The 7 Habits of Highly Effective People*. 25th Anniversary Ed. New York: Simon & Schuster, 2004.

Drucker, Peter. *The Effective Executive*. New York: Harper and Row, 1985.

Drucker, Peter. *Managing the Non-Profit Organization*. New York: Harper Collins, 1990.

Engstrom, Ted. *The Making of a Christian Leader*. Grand Rapids: Zondervan, 1976.

Gangel, Kenneth. *Feeding and Leading*. Wheaton: Victor, 1989.

Gangel, Kenneth. *Team Leadership in Christian Ministry*. Chicago: Moody, 1997.

Goleman, Daniel, Richard Boyatzis, and Annie McKee. *Primal Leadership*. 10th Anniversary Ed. Boston: Harvard Business Review, 2013.

Kotter, John. *A Force for Change*. New York: The Free Press, 1990.

Leman, Kevin and William Pentak. *The Way of the Shepherd*. Grand Rapids: Zondervan, 2004.

McIntosh, Gary and Samuel Rima. *Overcoming the Dark Side of Leadership*. Rev. Ed. Grand Rapids: Baker, 2007.

Malphurs, Aubrey. *Advanced Strategic Planning*. 3rd ed. Grand Rapids: Baker, 1999.

McNeal, Reggie. *Practicing Greatness: 7 Disciplines of Extraordinary Spiritual Leaders*. San Francisco: Jossey-Bass, 2006.

Seidel, Andrew. *Charting a Bold Course*. Chicago: Moody Press, 2003.

Stanley, Andy, Reggie Joiner and Lane Jones. *7 Practices of Effective Ministry*. Sisters, OR: Multnomah, 2004.

IV. COURSE REQUIREMENTS

A. Reading Assignments

1. *The Leadership Challenge* by Kouzes and Poser

The student will read the book and answer the following reflection questions in a written response and a video response online (*see instructions online*):

a. Who are your leadership models and why do you consider them role models?

b. What makes you reluctant to share your power and influence with other people? What do you need to do to increase your comfort level with giving power away?

c. How effective are you at telling stories to teach important lessons? Give a specific example.

d. How are you consciously paying attention to people's positive behavior in your organization? What have you done recently to recognize someone in your organization in a personal way? How did you determine that the recognition would be meaningful?

e. Is your organization a safe place to admit your mistakes and failures? How can you create a climate in which people are willing to accept the mistakes that are unavoidable and necessary in breakthrough learning?

2. *Being Leaders* **by Malphurs**

The student will read the book, complete Appendix D through S in the back of the book, and utilize this information in the formation of his/her Personal Leadership Development Plan (see Written Assignments).

3. *Spiritual Leadership* **by Sanders**

The student will read the book and answer the following reflection questions in a written response and a video response online (*see instructions online*):

a. Which item in the list below concerns you the most in your own development as a leader? How will it affect your leadership? What is your plan for keeping it in check?

   • Being overly sensitive when criticized and rushing to defend yourself

   • Making excuses for failures and blaming others or circumstances

   • Being intolerant or inflexible to other people around you

   • Being disturbed by anything short of perfection in yourself or others

   • Not being able to keep a secret

   • Not yielding a point when someone else's ideas are better

   • Maintaining an image of infallibility

b. What leadership insight from Paul (I Timothy 3:2-7 in Chapter 6) or Peter (I Peter 5:1-7 in Chapter 7) is most timely for you at your stage in leadership and life? Explain.

c. When faced with a decision to do something or go somewhere, how can you tell the difference between promptings from the Holy Spirit and inclinations of the flesh?

d. How is your prayer life this semester? What will happen if you continue down this path for the next year? What are specific steps you can take to address obstacles to prayer?

4. ***Know Thy Time* by Drucker**.

   The student will read the article, watch the video, and answer reflection questions online (*see instructions online*).

5. ***Stanford Prison Experiment***.

   The student will watch the video and answer reflection questions online (*see instructions online*).

6. ***JFK: What makes a great vision?***

   The student will watch the video and answer reflection questions online (*see instructions online*).

C. **Written Assignments (papers, journals, study exercises, charts, etc.)**

   1. **Leadership Observations from Life of Moses**

      Looking at the life of Moses, the student will make 10-20 observations of timeless, relevant, practical leadership principles that the student will be able to apply in his/her own life. Observations such as "Moses was born a Levite (or a "fine child"), or "Moses saw two Hebrews fighting" are indeed observations, but they are not leadership observations. In making the leadership observations, note where (book, chapter, verse) the observation is found, then state the leadership principle in a way that ministry leaders can implement it.

      See the example at the end of this syllabus. There is freedom in method as long as the student provides both the leadership observations and the timeless, relevant, practical leadership principle.

      Having articulated the principles, the student will select two of them on which to comment in a video post. See additional instructions online.

   2. **The Agape Project**

      The student will serve with a compassion ministry over the course of the semester for a total of 15 hours for the semester (5 hours per week max). A compassion ministry may consist of serving any of the following people groups: single parents, orphans, immigrants, disabled, senior adults, hospital patients, extended care residents, mentally challenged individuals, homeless, marginalized people groups, etc. This ministry can be through the student's church or through local organizations. The student is encouraged to commit to consistent times to foster availability and relationships, and participation should bring the student into direct contact with the people group in focus. In other words, volunteering in an administrative role (e.g., web design, business plan development, financial management) does not capture the essence of this project.

      Note – These Agape Project service hours are in addition to the Agape Project service hours in any other course this specific semester. If the student has another class this semester requiring a similar project, the student may either extend the same ministry for more hours or select a different ministry for this project.

   * **Please note**: *you will need to identify and select a ministry outlet at which you are not already regularly involved.*

Further, this assignment is required within this course, even if the student has already completed the required total number of Agape Projects for his/her degree.

Write a five-page paper answering the following questions:

1. Briefly describe how the person or persons with whom you ministered are "marginalized." You must work with someone who fits this description.

2. Summarize what church ministry or agency you worked with, what you did, and when you did it: what level of interactions you had and how many, and how frequently, and at what length.

3. How did you demonstrate compassion toward others while serving? (Include reflection on your thinking, feelings, and your actions.)

4. In what ways did you find yourself inhibited from responding with compassion while serving? (Include reflection on your thinking, feelings, and your actions.)

5. How did your service affect your awareness of the need to respond to others with compassion?

6. How did you apply classroom instruction during your service? How did your serving experience deepen or enhance your understanding of classroom instruction? (Be sure to specify what class or classes affected your ministry.)

    If you are a ThM student who is required to do The Agape Project, then you also need to complete the assignments in your online Canvas course.

3. **Biblical Philosophy of Christian Leadership**

    For each core concept of Vision, Servanthood, Character, and Relationship (between Leaders and Followers), the student will write a one paragraph statement in Turabian format that defines the term, describes its basic aspects, and defends it as a core element of leadership by citing course content (Scriptural references, readings, lectures, and discussions). Each core concept paragraph must be 50 words or less.

    The student will include a fifth concept he/she deems critical for leadership, generating a paragraph in the same manner as the four above. Include as many citations as necessary to validate each of your (5) definitions.

    Finally, on the basis of these five expanded statements, the student will compose a synthetic biblical philosophy of Christian Leadership in 100 words or less. For the 100-word statement, you must have a minimum of 10 footnotes citing course content. Some citations here may overlap with citations from the (5) paragraphs.

    The student will interact with his/her Learning Cohort using Peer Reviews (online) to address the following: (1) What aspects of this philosophy are well-defined and well-supported? (2) Unclear or unsupported? (3) What aspects of biblical philosophy of Christian Leadership may be missing?

Note – Think of this assignment this way. "If you were in a job interview and they asked you what your philosophy of leadership is, what would you say?" Trust us, this question is coming to you in the "real world."

4. **Personal Plan for Leadership Development**

    The student will develop a plan for personal development as a Christian leader. The format for this project is structured around the student's unique design, the student's direction (mission and vision), and the student's development based on the material in *Being Leaders* by Aubrey Malphurs:

    a. The Leader's Design – Describe your giftedness, abilities, skills, passion, strengths, leadership style, values, weaknesses, calling, including a single paragraph at the end of this section synthesizing and summarizing your brief description about who God has made you to be. Incorporate the information found in the appendix of *Being Leaders* by Aubrey Malphurs in this section. (2 pages)

    b. The Leader's Direction (Mission and Vision) - Describe your ideal preferred ministry context. This is not a specific place or position necessarily, rather describe what you would be doing, with whom, and where, etc. What do you sense God wants you to do? Discuss both your one sentence mission statement (a clear sentence of what God wants you to accomplish in your life) and your expanded vision statement (a clear, challenging, visual word picture of the future as you believe it can and must be). Incorporate the information found in the Chapter 8 of *Being Leaders* by Aubrey Malphurs in this section. (2 pages)

    c. The Leader's Development - This is where your emphasis needs to be. In light of your previous two summaries (design and direction), what competencies do you need to focus on to move toward your ministry vision? The student will address ALL FIVE of the competencies below:

        1. Character Development (1 page) – What is a specific area of weakness in your **personal** character and what is your specific plan to improve? This plan will include one specific, measurable, actionable, realistic, time- bound (see below) goal.

        2. Knowledge Development (1 page) – Based on your ministry vision, what is a specific knowledge area you need to grow in **personally** and what is your specific plan to learn this knowledge area? This plan will include one specific, measurable, actionable, realistic, time-bound (see below) goal. If you do not know what knowledge areas are important for your particular ministry vision, ask a leader in that field.

        3. Skill Development (1 page) - Based on your ministry vision, what is a specific skill you need to grow in **personally** and what is your specific plan to learn develop this skill? This plan will include one specific, measurable, actionable, realistic, time-bound (see below) goal. If you do not know what knowledge areas are important for your particular ministry vision, ask a leader in that field.

4. Emotional Development (1 page) - What is a specific area of your **personal** emotional life you need to grow in and what is your <u>specific plan</u> to address this? This plan will include one specific, measurable, actionable, realistic, time-bound (see below) goal.

5. Physical Development (1 page) – What is an area of your health you need to work on (diet, exercise, rest, etc) and what is your <u>specific plan</u> to address this? This plan will include one specific, measurable, actionable, realistic, time-bound (see below) goal.

Note on goals – Each goal presented in the five areas (character, knowledge, skill, emotional, and physical) must be SMART:[1]

| Specific - The goal must identify exactly what the student wants to accomplish in as much specificity as he/she can muster.

| Measurable - As the old adage says, "you can't manage what you can't measure." If possible, try to quantify the result. The reader of the goal want to know absolutely, positively whether or not the student hit the goal.

| Actionable - Every goal should start with an action verb (e.g., "quit," "run," "finish," "eliminate," etc.) rather than a to-be verb (e.g., "am," "be," "have," etc.).

| Realistic - A good goal should stretch the student, but he/she has to add a dose of common sense. The goal should go right up to the edge of student's comfort zone and then step over it. If student is not out of his/her comfort zone, the student is not thinking big enough.

| Time-bound - Every goal needs a date associated with it. When does the student plan to deliver on that goal. It could be by year-end (December 31) or it could be more near-term (September 30). A goal without a date is just a dream. The student must make sure that every goal ends with a *by when* date.

D. Learning Cohort

The student will be assigned to and participate in a learning cohort with other students from the class. For students in the live/hybrid version of the class, these cohort discussions will take place during "face to face" class time. For students in the OL version of the class, these cohort discussions will take place through online peer reviews (more information is found within the course at online.dts.edu).

Each cohort will serve as the platform for personal, reflective, evaluative discussion carried out in love with a view to improving your peers' work.

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[1] See Michael Hyatt's "The Beginner's Guide to Goal Making" (http://michaelhyatt.com/goal-setting.html) for more information on goal setting.

V. **COURSE SUPPLEMENTAL INFORMATION**

A. **The Presence of the Professor**

While the online learning environment is different than the live classroom environment, your professor is still involved and available. You can expect your professor to participate in the required interactions/discussions regularly and substantially. You can also expect your professor to have at least 3 virtual live "office hours." Your professor will inform you of the times and means that these will occur. Most professors will likely use a feature provided by our online platform at online.dts.edu.

B. **Paper Style and Grammar**

As a graduate school, DTS expects all work to be written in a professional manner reflecting Turabian style, correct spelling, and good English grammar. Points will be deducted on any assignment that is not written as such. The Professor and GTAs assume the student has a working knowledge of Turabian. If the student is unfamiliar with Turabian formatting, please consult the guides available at: http://library.dts.edu/Pages/RM/Write/

C. **DTS Discrimination Policy**

DTS does not discriminate on the basis of disability in the operation of any of its programs and activities. To avoid discrimination the student has the responsibility of informing the Coordinator of Services for Students with Disabilities and the course instructor of any disabling condition that will require modifications.

D. **Receive School Closings by Text Message**

Students need to be aware of the Seminary's emergency texting service. The Seminary strongly urge students to go to https://www.dts.edu/account/alerts/ and sign up to receive emergency texts related to school closing.

VI. **COURSE POLICIES**

A. **Letter/Numerical Grade Scale**

A+	99-100	B+	91-93	C+	83-85	D+	75-77	F	0-69
A	96-98	B	88-90	C	80-82	D	72-74		
A-	94-95	B-	86-87	C-	78-79	D-	70-71		

B. **Weighting of Course Requirements for Grading**

Moses Discussion   5%
  > Written (3%); Video Comments (2%)

Readings and Engagement   12%
  > Kouzes & Posner: Written (2%), Videos (1%)
  > Kotter response: 2%
  > Stanford Experiment response: 2%
  > What makes a great vision? 2%
  > Sanders: Written (2%), Videos (1%)

Video Reflections   12%
  > Modules 1-6 (2% each)

The Agape Project   25%
  • *Selection (3%); check-in (2%)*
  • *Reflection (20%)*

Biblical Philosophy of Leadership   21%
  • *Biblical Foundations (3%)*
  • *Course Reflections (3%)*
  • *Five Key Elements (5%)*
  • *100 words or less (4%)*
  • *Turabian format (2%)*
  • *Peer Review (4%)*

Personal Plan for Leadership Development   25%
  • *The leader's design (5%)*
  • *The leader's direction (5%)*
  • *The leader's development*
      o *Character development (3%)*
      o *Knowledge development (3%)*
      o *Skill development (3%)*
      o *Emotional development (3%)*
      o *Physical development (3%)*

C. Class Participation and Absences

Because of the nature of the class, attendance and participation in all sessions is vital. Absences that are cleared with the instructor prior to class or are an emergency in nature (*an emergency is determined by the professor's personal discretion*) carry no penalty.

D. Late Assignments

No late paperwork will be accepted without prior approval. Any request for extensions must be submitted in writing and approved by the professor prior to the due date.

SAMPLE OF MOSES LEADERSHIP OBSERVATIONS

Instructions: Please list observations rather than writing paragraphs of prose. If the student is unsure of how to make observations and derive principles, please review the notes from BE101 or read chapter six of *Living By The Book* by Howard G. Hendricks.

Leadership Observations in the Life of Moses

1.   Moses recognized his help was from God who provided for his needs (Exod 18:4).
      Leaders never forget their power source.

2.   Moses went out and paid homage to Jethro (bowing, etc.) (Exod 18:7a).
      Leaders are respectful to elders (including in-laws!).

3.   He took Jethro "into the tent" (showing hospitality, respect) (Exod 18:7b).
      Leaders ensure others' needs are met.

4.   Moses recounted God's miracles, hardships, and blessings (Exod 18:8).
      Leaders remember God's faithfulness and remember the past to learn from it.

5.   Moses' encouraging words caused Jethro to praise God and sacrifice (Exod 18:9-12).
      Leaders encourage others by ensuring God's faithfulness.

VII.   COURSE LECTURE AND ASSIGNMENT SCHEDULE

Module	Date	Topic	Assignment
The Biblical Foundation of Leadership			
1	(TBD)*	Introduction to The Leadership Model	Moses assignments
		Moses as a Leader	
		David and Nehemiah as Leaders	
		Jesus as a Leader – The Servant Leader & Developer of Leaders	
Understanding Leadership			
2	(TBD)*	A Biblical Philosophy of Servant Leadership	Project Selection
		Development of Leadership Theory	Kouzes and Posner book
		Definitions and Factors in Leadership	Kouzes and Posner responses
The Person of the Leader			
3	(TBD)*	Identity and Leadership	
		The Spiritual Dimensions of Leadership	
		Styles of Leadership: Situational Leadership	Know Thy Time response
		Self Management and Emotional Intelligence	Malphurs book
The Leadership Situation			
4	(TBD)*	Motivation in Leadership	Project Check-In
		Mentoring In Leadership	
		The Place of Power in Leadership	Stanford Experiment response
		Organizational Culture and Leadership	
The Process of Leadership			
5	(TBD)*	Vision	Vision response
		Communication	Sanders book
			Sanders book responses
6	(TBD)*	Decision-making	Biblical Philosophy & Peer Reviews
		Introducing Change	
		Developing Leadership Teams	Leadership Development Plan Project Reflection

N.B.: Module assignments have staggered due dates. See "Modules" view online.

>> ***Please see the Module video totals below. Plan ahead! Do not attempt to view all the videos the day before the close of the Module. Your learning experience will be significantly more enjoyable and transformative if you plan your time wisely***. <<
M1: 04:53:43; M2: 04:07:40; M3: 03:43:57; M4: 03:20:49; M5: 06:06:31