MIN 320: Fundamentals of Christian Leadership

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Course Welcome

Welcome to the online course MIN 320 Fundamentals of Christian Leadership. I am so glad you're here and wanting to grow in your leadership skills. I have been developing leaders now for over 30 years - in churches, at Bethel, and in the business sector. My work with the [Arbor Research Group](#) and the [Selking Performance Group](#) puts me face-to-face with leaders in all sorts of business and ministry settings. And I'm happy to apply that to this course here at Bethel so that you are up-to-date with the latest in leadership conversations. Of course, as a former pastor, my first love is for the Church and I greatly desire to see men and women take on vocational roles as leaders in local churches.

Instructor Contact Information

Name

Phone

Email

Preferred contact method

Best time to contact / Office hours

Instructor Email Response Policy

Any course related email sent to the instructor will have a response either by email, phone, or through the LMS within 48 hours.

Course Description and Credit Hours

(3 credit hours) An introduction to the administrative and pastoral functions of Christian leadership. This includes an investigation into basic biblical models of leadership. The course seeks to examine and relate current theory to a biblical model of Christian ministry.

Course Objectives

As a result of this course, students will:

- Discover their own gifts, talents, and abilities and identify the shaping influences on their leadership practices.
- Define what it means to be faithful and effective in Christian leadership.
- Readily articulate the basic pastoral principles of biblically-based Christian leadership.
- Identify and implement a working structure for personal and project management and reflect on its viability for their leadership effectiveness.

- Explore the personal and administrative blind spots that pose potential harm to their future leadership effectiveness and establish a series of principles from the course content that will guide and direct them toward effective leadership in a Christian ministry context.
- Learn the basic frameworks for dealing with conflict and apply them within various case studies.
- Students will learn the principles of supervision and directing others and apply the principles to case studies.
- Appraise the common leadership gaps made by business leaders today and revise them for Christian leadership contexts.
- Deepen their understanding of their Christian faith through participation in a vibrant and supportive community of Christ-centered learners.

Required Textbook / Materials

Linhart, Terry. (2017). *The Self-Aware Leader: Discovering your Blindspots to Reach your Ministry Potential.* (Downers Grove, IL: InterVarsity Press. (192 pages)

Myatt, Mike. (2013). *Hacking Leadership: The 11 Gaps Every Business Needs to Close and the Secrets to Closing Them Quickly.* Hoboken, NJ: John Wiley & Sons. (182 pages)

Sanders, J. Oswald. (2007). *Spiritual Leadership: Principles of Excellence for Every Believer.* Chicago, IL: Moody Press. (168 pages)

You will also need to have a Bible for the class. Textbooks and other required course materials can be purchased from the online campus bookstore.

Course Requirements

Any online course activities assigned to the course are performed within Canvas.

Additional web sites and related web-based activities, if assigned, will be accessed through the course or through web links provided for web sites located outside the course.

Final Grade Calculation

Grade Distribution

Assignment	Weight
Weekly Leadership Discussions	21%
Spiritual Leadership Study Questions	15%
Biblical Philosophy of Leadership & Drafts	25%
Hacking Leadership Group Project Summary & Presentation	39%
Total	**100%**

Grading Scale

Letter Grade	Percent
A	100% - 94%
A-	< 94% - 90%
B+	< 90% - 87%
B	< 87% - 84%
B-	< 84% - 80%
C+	< 80% - 77%
C	< 77% - 74%
C-	< 74% - 70%
D+	< 70% - 67%
D	< 67% - 64%
D-	< 64% - 60%
F	< 60% and below

Netiquette Policy

In an online course, almost all your interactions with other people will be through the internet. This netiquette policy applies to all your interactions with the instructor and your fellow students, and you are expected to follow the guidelines outlined below.

Respect other people and be willing to share your ideas and thoughts in a respectful way. Simply, respect others' views. You may disagree with someone, but do so graciously and constructively. Pause before writing emails or posts when you are angry, and reread what you wrote carefully before clicking 'send.' Treat others the way you wish to be treated—with respect.

Do not post or communicate offensive or hateful content. Bethel University does not permit discussions that are obscene, harassing, sexually explicit, or derogatory toward individuals or groups. These will be deleted, and repeat offenders may be barred from future participation.

Do not post or share personal information. Do not post or share information such as addresses, telephone numbers, etc., and do not post or share someone else's personal information.

Learning Activities and Tests

Online Discussion

Class Participation

In the event of classroom meeting cancelation due to a campus scheduled holiday or severe weather, the scheduled class session will continue online. The following requirements are for online discussions:

The student will submit an initial discussion post per discussion topic. This initial discussion is a minimum of 250 words. This initial discussion post must include a level of detail, analysis and reflection related to the discussion topic. The student is expected to cite references to support their opinion. Any use of references must be properly cited using APA format.

Each student is required to reply to a minimum of two student initial posts. The reply post is a minimum of 100 to 150 words. This post must include a level of detail, analysis and reflection.

To receive the minimum points possible for a weekly discussion requires each student to post their initial discussion response on the regular night of the class session and two student reply posts by day four of the session – unless otherwise directed by the professor.

Post / Response Guidelines

In an online classroom the majority of discussion among class members will take place in the discussion forum. Online discussion forums are designed to allow the class to engage in a healthy dialog on the lesson topic or question being presented. However, for the dialog to remain productive Bethel University requires each person to conduct themselves in a responsible manner by following the simple guidelines below. These help to maintain a collaborative and congenial environment by reminding us all that, when we communicate online, we are still engaging real people.

Stay on the discussion topic. Be respectful of participants and their time by staying on-topic and not commandeering a discussion with vague or unrelated comments. Contribute productive information when participating in a discussion by stating a complete and logical idea or concept. The goal in the discussion is to delve into a topic and "learn," so when you post a comment stay on topic and explain your point of view.

Access the discussions several times in the weekly sessions to remain current and active in the discussion.

Do not post copyrighted material without the expressed, documented permission of the copyright holder or following proper source citation of the information, just as you would when writing an essay or term paper. Cite a source if you use it.

Contact your instructor if you have any questions.

First Week's Assignment:

1. **Read** the Introduction and Chapters 1 & 2 in Linhart's book, *The Self-Aware Leader*, and Chapters 1-3 in Oswald Sander's book, *Spiritual Leadership*.
2. **Get to know** the stories of your fellow classmates through the INTRODUCING ME discussion board.
3. **Take two prominent "leadership" profiles**.
   - *Click on the link provided [http://www.humanmetrics.com/cgi-win/jtypes2.asp], take the test, and discover your profile. Mine is "INTJ." Then, go to Google and enter your four letters (I just typed INTJ) and hit return. Read through 3-4 of the top ten results you see. Look for positives/negatives, etc. Does it fit you?*
   - *Click on the link provided (https://www.9types.com/rheti/index.php) to take a test based in the RHETI or "Enneagram" profile. When done, you should have a number from 1-9 that is your top result. Go to Google then and type in "Type X Enneagram" but put your numeral there for the "X." You can also visit the Typology Podcast and find an episode about that Type/Number and listen.*
4. **Participate in a discussion about you and the results from your "profiles" as they give perspective on your leadership history.** As soon as you can in the first week, get on the discussion board and share both your Myers-Briggs and Enneagram profile

results. Then, reflect (in at least 250 words total) on what you discovered from the online reading you did regarding each and then think about how those resonate with what you've noticed about yourself in your past.

Course Components

1. **Weekly Leadership Discussions** – Each week we'll participate a single class discussion board to make practical application of the readings to leadership contexts. In the discussions we will and discuss the practical implications of what we read, usually around a set of focusing questions. You will be assessed on your <u>demonstrated</u> ability to contribute to the learning of other students through your thoughtful and timely contributions to the weekly discussion boards. Each week you will need to have a TOP LEVEL post and *at least THREE REPLIES to others' posts.* NOTE: There are <u>two</u> discussions in WEEK SIX and <u>no</u> discussions in WEEK SEVEN. (21% of final grade).

   - The following are requirements for online discussions:
     i. The student will submit an initial discussion post per discussion topic. This initial discussion is a minimum of 250 words. This initial discussion post must include a level of detail, analysis and reflection related to the discussion topic. The student is expected to cite references from course readings to support any claim, position, or argument.
     ii. Each student is required to reply to a minimum of three student initial posts. The reply post is a minimum of 100 words. Each reply must include a level of detail, analysis and reflection.
     iii. To receive the minimum points possible for a weekly discussion, each student will post their initial discussion response by Wednesday night of the weekly session and additional student reply posts from Wednesday to Saturday night of the weekly session.

2. **Spiritual Leadership (Sanders) study questions** – At the back of the Sanders book, *Spiritual Leadership,* are a series of helpful questions for reflection and application. For full credit, each question requires a 3-5 full sentence response that is thorough and faithfully answers the question. Submit to the Sanders Questions drop box for each week they're due.
   - *Study One* will be due by the end of WEEK TWO.
   - *Study Two* will be due by the end of WEEK THREE.
   - *Study Three* will be due by the end of WEEK FOUR.
   - *Study Four* will be due by the end of WEEK FIVE.
   - *Study Five* will be due by the end of WEEK SIX. (15% of final grade)

3. **Paper on a biblical philosophy of leadership –**This 1500-2000 word paper will be written over a three-week period, gaining feedback and direction from the professor at each step. The final version is due WEEK FIVE and will serve as a personal culminating work that demonstrates your foundational understanding of <u>biblical guidelines that shape leadership</u>. This formal paper needs to BE YOUR BEST WRITING. It must be supported by Scripture

and include references to course textbooks in this and other courses. Though you can reference, it is preferred that you do not use long quotes.

- A **rough draft** is due at the end of WEEK THREE (5% of final grade). You will receive two paragraphs of feedback from the professor to direct your revision.
- A **revised draft** with as few errors in the paper as possible is due at the end of WEEK FOUR The professor will read the paper more closely and provide additional feedback/direction. If there are an abundance of typographical and grammatical errors, the professor may not read all the way through the paper. (5% of final grade).
- A **final version of the paper** is due at the end of WEEK FIVE and will be graded appropriately. (15% of final grade)

4. **HACKING LEADERSHIP group projects –** this unique group project will serve as the culminating project for the course. You will participate in a group with fellow students (group membership was selected at random and the group members are listed online) to read, discuss, explore, and apply the material in HACKING LEADERSHIP (by Mike Myatt). Your group's goal is to take the material from this prominent leadership book, apply it to Christian leadership contexts (churches, nonprofits, organizations, ministries, etc.) and construct a presentation for the rest of the class.

- Group projects are quite common in online classes and constructing presentations is one of the most common of those projects. Groups do not have to work on it in real time, though that may be desired, but students do have to contribute on a weekly basis.
- This project promotes the collaborative values necessary for effective Christian leadership and the presentation will help summarize the insights of each group as they apply the book to Christian leadership contexts.
- You can work on the project asynchronously (you are not required to "meet" in real time with your group, unless you just want to do so) though many groups have said that meeting on ZOOM a few times has proven helpful.
- Please note that students often don't enjoy group projects, particularly online ones. However, they can be done quite well and be of a benefit if done well. Be sure to:
    i. decide in your first week on the project about how you can work together to create a project together
    ii. be committed to regularly contribute online each week. Space will be provided on CANVAS just for your group to work.
    iii. let the professor know of any persistent group problems. To create a project online with people in different time zones and countries requires regular, almost daily, contributions.
- Assignment details:
    i. There is a discussion board in WEEK THREE for your group to organize itself.
    ii. Each week your group will then have a discussion board on CANVAS that it can use for discussion and interaction regarding the project asynchronously (you do not have to meet in real time).
    iii. Your discussion times need to focus on these two questions:
        - Where did the readings challenge me personally?
        - How does this business-oriented reading apply to Christian leadership?

    iv. It will be helpful if each group member interviews one Christian leader for one hour with a set of questions prompted by the book and your group discussions.

    v. One person from your group will serve as a reporter <u>from the beginning.</u> He/she need to take notes as the group progresses in creating the presentation and presentation work. They will upload a summary in WEEK SEVEN of how your group process went. That summary should include the following:

- List of group members' names.
- A short paragraph about how you group decided to work together organized itself to accomplish the presentation project.
- List of 7-10 central themes from the Myatt book that your group discussed the most.
- Which of the 11 gaps did your group discuss the most intensely?
- 2-3 sentences on how your group decided what kind of presentation to do.   (15% of final grade).

5. **Final in-class presentations** –The final product of your group project is a presentation about HACKING LEADERSHIP and its application to Christian leaders.

    i. The presentation will be uploaded at the beginning of WEEK SEVEN for the class to watch.

You have tremendous flexibility in format. You can shoot a video, make a PowerPoint/Prezi/Keynote that runs on its own, or do something else! The professor can give guidance as well. It may be good to post it to YouTube (unlisted) and then embed the link into your assignment on CANVAS.

    ii. The presentation needs to last 12-15 minutes and be of professional quality.

    iii. You may want to watch a [TED talk](http://www.ted.com/talks) (http://www.ted.com/talks) to get a feel for presentation style (do not have one person talking the whole time though).

    iv. Make sure the presentation has strong application, teaches without parroting back what's been read (very important!), includes material from your leader interviews, and shows that your group had rich discussions that helped others to think deeper than "good enough" about the material. (24% of your final grade)

Bethel University Policies and Resources

To view all Bethel University policies and information, please review the [Student Handbook](#).

Online Attendance

Online attendance is recorded each time that you log into the learning management system. The academic week is seven days for an online session and is based on the night the class normally meets (i.e. if the class meets on Monday night then the online session will be from

Monday night through Sunday night of the following week). To receive full credit for attending online, you must login AND one of the following items must be completed as directed by the instructor:

- Submit an academic assignment.
- Submit a quiz or exam.
- Participate in a posted online academic discussion.

Note that the following actions will not count as attendance:

- Logging into class without active participation does not constitute attendance.
- Work done in a lab or other outside environment will not count toward online attendance.
- Assignments completed the week after the online assignment is due will not count toward attendance for the previous week.

Students are strongly encouraged to log into the course a minimum of three days during the week the course is "online" in order to understand the subject fully and to be successful in class.

An online absence is counted the same as an in-class absence.

Late or Make Up Work

It is important for students to submit work on time as scheduled in the class. This allows the instructor time to grade the material and provide feedback if necessary. Circumstances may interfere with the ability to submit an assignment on time. However, as a student you agree to take the class and therefore agree to submit work on time.

Students are encouraged to work ahead to avoid late assignments. Please communicate with your professor promptly if you have extenuating circumstances that may contribute to a late assignment.

Assignments (excluding discussion questions) will be accepted late, subject to a 10% deduction off the earned grade per day late (24-hour period), for up to 3 days. No assignments will be accepted after 3 days. Discussion posts and responses that are not posted by the due date will receive 0 points and are not accepted past the due date.

All work must be completed and submitted by the end of Week 7 of the course. No work will be accepted after the last day of the course.

Class Cancelation / Weather Policy for Online Courses

In the advent of in-classroom meeting cancelation due to a campus scheduled holiday or severe weather, the online course schedule will be maintained. Campus closures do not affect the online course schedule.

Plagiarism

Any act of deceit, falsehood or stealing by unethically copying or using someone else's work in an academic situation is prohibited. A student found guilty of plagiarism will receive an "F" for that paper, assignment or exam. The professor will have an interview with the student and

submit a written report to the Program Director or Coordinator for the area in which the student is enrolled. If a second offense should occur, the student will be required to appear before the professor, the director and the vice president for adult and graduate studies. At this point the student's continuation in the course and academic career are in jeopardy. Students are encouraged to refer to the Bethel Library's online help for proper citation.

Disability Services

The Americans with Disabilities Act (ADA) is a law that provides civil rights protection for people with disabilities. Bethel University is compliant with equal access laws and requests students with disabilities The Center for Academic Success (CAS) is located in the lower level of the Miller/Moore Academic Center.

If you have a disability, or think you have a disability, please make an appointment by calling Disability Services at the Center for Academic Success at (574) 807-7460 or (574) 807-7462 or email academicsucccess@betheluniversity.edu.

Bethel's website offers more detailed information under CAS. Please check out the Student Guide for Disability Services.

Information Technology Help Desk

The Help Desk is open Monday-Thursday from 7:30 a.m. - 6 p.m. and Friday, 7:30 a.m. - 5 p.m., during the fall and spring semesters, and 8 a.m. - 5 p.m. during the summer (starting May 1). Hours may vary on holidays and breaks.

Contact the Help Desk at helpdesk@betheluniversity.edu or by calling (574) 807-7777.

Library

Bethel's Bowen Library offers a range of resources and services, both online and physical, to all students enrolled at Bethel University. All online resources are available at the library website.

Almost all periodicals and journals are available online, and there is a wide selection of e-books available as well. Off-campus access to these resources requires an active Bethel login account. For assistance in locating information, librarians are available to answer questions via email (Ask a Librarian), phone, or in person during regular business hours. For physical resources, students are able to use the library catalog to locate books and resources that are held either by Bethel or any other library. Students may use the catalog to request books from another library and have them delivered to the Bowen Library.

Students may also go to any PALNI library or to Notre Dame or Holy Cross and check material out in person with a valid student ID. PALNI is a consortium of several academic libraries in Indiana of which Bethel is a member; some nearby member libraries include Saint Mary's, Associated Mennonite Biblical Seminary, Goshen, and Grace. In addition, physical books and journals, the Bowen Library provides study spaces, computers, and printers (included a web print station) to all students.

Syllabus Acknowledgment

Enrollment in this course is considered an acknowledgment that the student will review and follow the course syllabus and additional university policies as stated within the student handbook, university catalog and student information provided by the university through the campus website.

This syllabus is not a legal contract, but serves as a general outline for the semester. The professor reserves the right to make adjustments to the course as the need arises.

Course Schedule

Though each week's material will open on a Friday, the online class session schedule begins on Sunday at 12:01 a.m. EST of the assigned week and ends Saturday night at 11:59 p.m. EST.

	READING
WEEK ONE The Person of Leadership – Discovering the Unique "You."	**Devotional** **Lesson / Reading:** Welcome Video from Professor Linhart – Intro and Chs. 1 & 2 Sanders – Chs. 1-3 **Class Participation:** Introducing Yourself Discussion Week ONE Discussion Board – What do you think about your profiles? **Learning activities / assignments:** Myers-Briggs Inventory Exercise - *http://www.humanmetrics.com/cgi-win/jtypes2.asp* The"9 Types" (Enneagram) survey - https://www.9types.com/rheti/index.php
WEEK TWO What makes Christian Leadership "Christian?"	**Devotional** **Lesson / Reading:** Lecture – Courageous Leadership Lecture – Biblical Leadership Sanders – Chs. 4-7; Myatt – Chs. 1 – 3; Linhart, Ch. 3 **Class Participation:** Week TWO Discussion Board **Learning activities / assignments:** Sanders Study Questions One

WEEK THREE The Principles of Leadership	**Devotional** **Lesson / Reading:** Sanders – Chs. 8-10; Myatt – Chs. 4; Linhart, Ch. 4 Lecture – Leadership Axioms to Go Lecture – Leadership 101 **Class Participation:** Week THREE Discussion Board HLSG Small Group Project Discussion Board **Learning activities / assignments:** Sanders Study Questions Two Rough Draft of Paper is Due
WEEK FOUR The Practices of Leadership	**Devotional** **Lesson / Reading:** Sanders, Chs. 11-14; Myatt – Chs. 5; Linhart – Chs. 5 & 6 "The Resistance" – From Linchpin by Seth Godin (2010, Portfolio). Lecture on the Executive Task Cycle (with handout) Lecture – The Self-Aware Leader Lecture – Fighting the Resistance **Class Participation:** Week FOUR Discussion Board HLSG Project Discussion Board **Learning activities / assignments:** Sanders Study Questions Three Revised Version of Paper is Due
WEEK FIVE The Problems for Leadership	**Devotional:** **Lesson / Reading:** Sanders – Chs. 15-18; Myatt – Chs. 6-9; Linhart, Ch. 7 Lecture – The Self-Aware Leader

	Lecture – Time Management Lecture – Leadership Matters **Class Participation:** Week FIVE Discussion Board HLSG Project Discussion Board **Learning activities / assignments:** Sanders Study Questions Four BIBLICAL LEADERSHIP PAPER is Due
WEEK SIX The Potential of Leadership	**Devotional** **Lesson / Reading:** Myatt, Ch. 11, Linhart, Chs. 8 & 9 Lecture – Conflict Management Lecture – Supervise like a Boss (Without Being the Boss) **Class Participation:** Week SIX Discussion Board HLSG Project Discussion Board **Learning activities / assignments:** Sanders Study Questions Five
WEEK SEVEN Presenting Leadership	**Devotional** Lecture – The Margins Aren't Empty… They're Margins **Learning activities / assignments:** The Final Presentations from each *Hacking Leadership* Group