

LEE ONLINE

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SYLLABUS

MLDR-546: Strategic Leadership

Date: 07/27/2016

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University Mission Statement:

Lee University is a Christian institution which offers liberal arts and professional education on both the undergraduate and graduate levels through residential and distance programs. It seeks to provide education that integrates biblical truth as revealed in the Holy Scriptures with truth discovered through the study of arts and sciences and in the practice of various professions. A personal commitment to Jesus Christ as Savior is the controlling perspective from which the educational enterprise is carried out. The foundational purpose of all educational programs is to develop within the students knowledge, appreciation, understanding, ability and skills which will prepare them for responsible Christian living in a complex world.

Catalog Description:

This course provides an understanding of ways to move an organization or church forward. It will focus on leading through motivation, leading through communication, strategic leadership to bring about change, and conflict leadership (including conflict resolution, conflict management, and analysis of conflict styles). It will also focus on preparing the church for the future through forecasting and futurism.

Required Text(s) and/or Supporting Resources:**Required Text:**

Furr, James H., Mike Bonem, and Jim Herrington. *Leading Congregational Change Workbook*. San Francisco: Jossey-Bass Publishers, 2000. ISBN: 9781118446201.

Malphurs, Aubrey. *Advanced Strategic Planning: A New Model for Church and Ministry Leaders*. 3rd edition. Grand Rapids: Baker Books, 2005. ISBN: 9780801014550.

Sande, Ken. *The Peace Maker: A Biblical Guide to Resolving Personal Conflict*. Grand Rapids: Baker Books, 2004. ISBN: 9780801064852.

Thomas, Kenneth W., and Ralph H. Kilmann. *Thomas-Kilmann Conflict Mode Instrument*. Palo Alto, CA: CCP, Inc., 2002. ASIN: B0006SA340.

Additional Supporting Resources:

Resources provided in the Learning Management System (LMS).

Prerequisite Skills and Knowledge:

None

Course Goals and Learning Outcomes:**PURPOSE**

This course is intended to introduce the student to the principles of strategic leadership and the application of these principles to a Christian ministry setting.

General Learning Objectives (Course Goals):

This course seeks to:

1. Establish theological/biblical foundations for strategic planning.
2. Introduce the principles of strategic leadership, change, and the leader as a change agent.
3. Examine organizational structure and how to build/modify organizations to best accomplish selected strategies.

4. Identify the different strategic planning principles for constructing a viable model of strategic leadership to facilitate change within a church/ministry context.
5. Describe how to lead/prepare a church for the future through forecasting and futurism.
6. Explore future strategies and organizational structure that help shape desired/preferred futures.
7. Establish theological/biblical foundations for strategic planning.
8. Introduce the principles of strategic leadership, change, and the leader as a change agent.
9. Examine organizational structure and how to build/modify organizations to best accomplish selected strategies.
10. Identify the different strategic planning principles for constructing a viable model of strategic leadership to facilitate change within a church/ministry context.
11. Describe how to lead/prepare a church for the future through forecasting and futurism.
12. Explore future strategies and organizational structure that help shape desired/preferred futures.
13. Examine the theological/biblical foundations for the cause of conflict, and its management, resolution, and reconciliation.
14. Discuss leadership strategies that facilitate moving a congregation from conflict management, to resolution, and eventually to reconciliation.
15. Investigate the effect of different conflict-handling styles on interpersonal and group dynamics.
16. Construct a viable strategic plan for a ministry context.

Specific Behavioral Objectives (Learning Outcomes):

As a result of the activities and study in this course, the student should be able to:

1. Articulate a theological/biblical support for strategic planning.
2. Identify the key elements of strategic leadership and their role in the strategic planning process.
3. Describe the key leadership roles for facilitating change in a religious organization.
4. Explain Kotter's eight stages of change.
5. Create a viable model for strategic change for a ministry context.
6. Apply the principles of forecasting and futurism.
7. Explain the theological/biblical foundations for conflict and its resolution.
8. Identify the levels/stages of conflict within a church.

Major Topics:

- A. Theological/biblical foundations of strategic planning
- B. Key elements in strategic leadership: preparation, values, mission, vision, community, strategy, organizational structure, teams, implementation
- C. The leader's strategic role in facilitating change
- D. Kotter's eight stages for change
- E. Change as a cause of conflict
- F. Creating desired/preferable futures as a function of mission and vision
- G. Strategic leadership for creating strategies that produce desired/preferable futures
- H. Theological/biblical foundations of conflict and conflict resolution
- I. Lea's stages and Susek's phases of conflict
- J. Church conflict as a family system issue

- K. Conflict resolution modes
- L. Conflict styles and their strengths and weaknesses

Course Assessments:

- A. **Participation:** You are required to participate in this course on a weekly basis. Although there is no participation grade, your participation is assessed as you engage in discussions and complete the written assessment activities. The course is designed so that each unit has a corresponding written lecture. The lectures provide explanatory content in addition to the textbook and article assignments; it is essential that you read the lecture, as well as any associated media presentations. A key aspect of your participation is the timely completion of all assigned readings, corresponding written activities, papers, threaded discussions, etc. The assignments must be completed within the timeframe specified in the assignment instructions. All times should be understood as Eastern Time.
- B. **Turabian Format:** The School of Religion requires Turabian formatting as the style for all written assignments. Please see the *School of Religion Manual of Style for Papers* (on LMS) for a current guide to Turabian format.
- C. **Gender Inclusive Language:** The School of Religion supports and expects the use of gender inclusive language in written and oral communication. Examples of gender inclusive language include: humankind rather than mankind; people rather than men or women, etc. Obviously, if gender specificity is appropriate, as in referring to a mother as “she,” that is acceptable.
- D. **Text/Media.** All text/media is evaluated in the threaded discussions and assignments.
- E. **Threaded Discussions.** The threaded discussions are an opportunity for students to demonstrate their knowledge of the course material and interact with fellow students. Just doing an initial post and/or response will not guarantee any point value. Discussions will be evaluated as follows: a) on the depth of engagement with the discussion topic and/or issue; b) on the depth of understanding of the topic and/or issue; and c) on the depth of interaction with the other students. An initial post is required (evaluation of “a” and “b” above) and then response posts interacting to other students’ initial posts (evaluation of “c” above). Once the discussion deadline is reached, there will be no further opportunity to attain points for that discussion. If you have further questions on how these are evaluated, please contact your instructor.
- F. **Course Project (Philosophy).** You will write a 6-8 page Philosophy of Strategic Leadership Paper. The paper must demonstrate that the student is able to articulate a Christian philosophy of strategic leadership. Specifically, the paper must address the following: (1) A definition of Strategic Leadership; (2) Contribution of Strategic Leadership in an organization; (3) Theological/Biblical principles that guide Christian Strategic Leadership. The paper must include at least 5 references in addition to the Malphurs textbook, ^{LE}Advanced Strategic Planning. The successful completion of the Philosophy of Strategic Leadership Paper will facilitate the accomplishment of learning outcomes 1 and 2.
- G. **Course Project (Analysis).** The Strategic Analysis Paper provides you with a format to demonstrate competence in three areas: (1) Preparation – Biblical Lessons on Change, (2) Process – Vision for the Church and (3) Practice. The successful completion of the Strategic Analysis Paper will facilitate the integration of all learning outcomes for the course.

Evaluation:

- | | |
|-------------------------|-----|
| A. Threaded Discussions | 175 |
| B. Course Projects | 825 |

Grading Scale:

The standardized grading scale provides a uniform foundation from which to assess your performance.

Grade	Quality Points per Credit	Score
A	4.0	930 - 1000
A-	3.7	900 - 929
B+	3.3	870 - 899
B	3.0	830 – 869
B-	2.7	800 – 829
C+	2.3	770 – 799
C	2.0	730 – 769
F	.0	0 - 699

Letter Grade Equivalencies:

A = Clearly stands out as excellent performance. Has unusually sharp insights into material and initiates thoughtful questions. Sees many sides of an issue. Articulates well and writes logically and clearly. Integrates ideas previously learned from this and other disciplines. Anticipates next steps in progression of ideas. Example "A" work should be of such nature that it could be put on reserve for all cohort members to review and emulate. The "A" cohort member is, in fact, an example for others to follow.

B = Demonstrates a solid comprehension of the subject matter and always accomplishes all course requirements. Serves as an active participant and listener. Communicates orally and in writing at an acceptable level for a cohort member. Work shows intuition and creativity. Example "B" work indicates good quality of performance and is given in recognition for solid work; a "B" should be considered a good grade and awarded to those who submit assignments of quality less than the exemplary work described above.

C = Quality and quantity of work in and out of class is average. Has average comprehension, communication skills, or initiative. Requirements of the assignments are addressed at least minimally.

F = Quality and quantity of work is unacceptable and does not qualify the student to progress to a more advanced level of work.

Unit and Time Distribution:

The time to complete each unit is approximately 14-16 hours per week on average for a three hour course. Actual assignment completion times will vary. A more detailed breakdown of each assignment can be found within the course.

POLICIES

Attendance Policy:

At Lee University student success is directly related to the student actively attending and engaging in the course. Online courses are no different from classroom courses in this regard; however, participation must be defined in a different manner.

Online courses will have weekly mechanisms for student participation, which can be documented by submission/completion of assignments, participation in threaded discussions, and/or specific communication with the instructor as outlined within the syllabus.

Academic Honesty Policy/Information:

Cheating is defined as the use or attempted use of unauthorized materials or receiving unauthorized assistance or communication during any academic exercise.

Examples of cheating include:

- Submitting work for academic evaluation that is not the your own.
- Receiving assistance from another person during an examination.
- Using prepared notes or materials during an examination.
- Permitting another student to copy your work.
- Plagiarism.
- Falsification.
- Other misrepresentations of academic achievement submitted for evaluation or a grade.

As stated in the LEE UNIVERSITY Catalog, plagiarism is presenting as your own work the words, ideas, opinions, theories, or thoughts which are not common knowledge. Students who present others' words or ideas as their own without fair attribution (documentation) are guilty of plagiarizing. Unfair attribution includes, but is not limited to, a direct quotation of all or part of another's words without appropriately identifying the source. It is also unfair attribution to have included a source within a Works Cited page without having carefully cited the source within the text of the document.

Plagiarism also includes, but is not limited to, the following acts when performed without fair attribution:

- a. directly quoting all or part of another person's words without quotation marks, as appropriate to the discipline.
- b. paraphrasing all or part of another person's words without documentation.
- c. stating an idea, theory, or formula as your own when it actually originated with another person.
- d. purchasing (or receiving in any other manner) a term paper or other assignment, which is the work of another person, and submitting that work as if it were one's own.

Late Policy:

- No credit is available for postings of any kind made in the **Threaded Discussions** after a given Unit ends.
- If your faculty approves your submission of late assignments, each assignment score will be penalized 10% per day up to five days late. After the fifth day, late assignments will not be accepted. (Note: An assignment is a paper, a project, a team presentation, etc., **not** a discussion)
- No late assignments will be accepted after the close of the final Unit.

EXPECTATIONS

Faculty Expectations of Students:

- Have consistent access to a computer and possess baseline computer and information skills prior to taking online courses.
- Log into their courses within 24 hours of the beginning of the session to confirm their participation. (Students who register after the session has begun will be responsible for any assignments or material already covered.)
- Take an active role in each unit, participating fully in discussions, assignments and other activities throughout the entire session. If some event interferes with that participation, the student is responsible for notifying the instructor in advance.
- Review the course syllabus and other preliminary course materials thoroughly as early as possible during the first few days of the course.
- Be responsible for raising any questions or seeking clarification about these materials, if necessary, within the first week of the session.
- Frequently check the course calendar for due dates.
- Submit assignments and papers on time, and take tests by the posted dates. Acceptance of late work and any penalties for late submissions are up to the discretion of the instructor, based on the expectations outlined in the course syllabus.
- Contribute meaningful, timely comments to online discussions according to guidelines provided.
- Contribute substantively to group assignments (if required in course).
- Check for University announcements each time you log onto the LMS. These postings are critical.
- Use Lee email address.
- Complete the "Student Survey of Instruction" for each course to evaluate the instructor and the course.

Students' Expectations of Faculty:

- The opportunity to be active participants in a stimulating and challenging education that is global in scope, interactive in process and diverse in content and approach.
- A friendly, respectful, open, and encouraging learning environment.
- A course outline or syllabus that clearly provides information regarding course content, teaching methods, course objectives, grading, attendance/participation policies, due dates, and student assessment guidelines.
- Instructors who are responsive and available to discuss within 48 hours students' progress, course content, assignments, etc. at mutually convenient times from the first day of the session through the last day of the session. (Check the faculty contact information regarding weekends and holidays.)
- Individual instructor's contact information, schedules, availability, and procedural details are located within the course.
- To have access to instructor feedback and grading on projects, exams, papers, quizzes, etc., within ten (10) days of assignment due date so students are able to determine where they have made errors or need additional work.

- Final grade/feedback provided within ten (10) days after the last date of course.

IMPORTANT STUDENT INFORMATION

Special Needs:

Lee University, in conjunction with the Academic Support Office, works to ensure students with documented disabilities have access to educational opportunities. Students who need accommodations based on a disability should visit the Academic Support Office, call (423) 614-8181, or email academicsupport@leeuniversity.edu. It is the student's responsibility to share the Accommodations Form with the instructor in order to initiate the accommodations.

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