



# COURSE SYLLABUS

## Table of Contents

<b><u>Section 1: Course Information</u></b> .....	2
<u>Course Description</u> .....	2
<u>Course Overview</u> .....	3
<u>Course Workload</u> .....	3
<u>Course Materials</u> .....	3
<u>Course Topics</u> .....	4
<u>Intended Learning Outcomes</u> .....	4
<u>Late Work</u> .....	4
<u>Extra Credit</u> .....	4
<b><u>Section 2: Southeastern Policies</u></b> .....	5
<b><u>Section 3: Course Schedule</u></b> .....	6
<u>Aim, Learn, and Apply Descriptions</u> .....	6
<u>Course Schedule</u> .....	7-17
<b><u>Section 4: Assessments</u></b> .....	18-20

## SECTION 1: COURSE INFORMATION

**Format:** Eight weeks.

**Course ID:** PMIN 3113

**Course Title:** Leading Team-Driven Organizations

**College:** College of Unrestricted Education – Department of Ministry and Theology

**Prerequisites:** None

**Credit Hours:** 3

**Instructor:** See the online course in MyFIRE for instructor contact information and availability.

### Course Description

This course is a study of team-leadership in the local church and other ministry contexts. The course examines leadership theories from a variety of perspectives that can be applied to teams composed of paid staff and/or volunteers.

## Course Overview

This course widens the knowledge base for leaders to understand how to develop and effectively lead a team focused organization. The emphasis of this course is relating the leadership principles on leading and the practical steps to implement said principles in real time. Students will learn to apply the different leadership principles in this course for ministry or non-ministry careers. Students will be exposed to videos, podcasts, and articles from various authors, speakers, leadership experts as well as videos, podcasts, and articles. This course will center around three categories: leading from your head, leading from your heart, and leading from your hand.

## Course Workload

Time spent on course assignments will vary by student depending on familiarity with course content, reading rate of speed, writing rate of speed, and other individual factors. Based on averages for most students, it is estimated that the course workload estimate for this course is **57.36 (7.17 hours per week)**.

## Course Materials

Catron, Jenni. *The Four Dimensions of Extraordinary Leadership: The Power of Leading from Your Heart, Soul, Mind, and Strength*. Nashville, TN: Thomas Nelson, 2015. Required and optional textbooks are accessed and ordered through [SEU's bookstore](#).

**Disclaimer:** The resources utilized in this course provide information, thoughts and insights that should encourage critical thinking on the part of the student. Please note as well that as an Assembly of God institution, Southeastern University does not necessarily endorse specific personal, religious, philosophical, or political positions found in these resources.

## Course Topics

**The purpose of this course is to introduce, reinforce, and measure learning on the following topics:**

1. Team leadership
2. Self-leadership
3. Holistic approach to leading a team
4. Appropriate team building dynamics

## Intended Learning Outcomes

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

1. Modify current team-leadership theories for application in the local church and other ministry contexts
2. Apply biblical and theological concepts to team-leadership
3. Identify models for the recruitment, organization, resourcing, empowerment, and retention of teams.
4. Distinguish between leading teams primarily composed of paid staff and leading teams primarily composed of volunteers

## Late Work

For every day late after the due date, 20% will be deducted from the overall score. Please keep in mind nothing will be accepted after three days beyond the due date.

## Extra Credit

None accepted

## **SECTION 2: SOUTHEASTERN POLICIES**

### Academic Policies

View this link to see Southeastern's Policies regarding SEU's Mission and Vision Statements, Title IX Statement, Student Services, Class Participation, Official Email, MyFIRE Use, Technical Difficulties, Technical Support, Disability Statement, Academic Honesty, Course Evaluation, Official Withdrawal, Grading Scale, and Netiquette.

## SECTION 3: COURSE SCHEDULE

The **Course Schedule** provides a listing of your work in this course. The assessments are listed by Module and include the due dates and point values.

**Note:** Assignments are due by 11:59 p.m. EST on the due date, unless otherwise noted.

### AIM, LEARN, AND APPLY DESCRIPTIONS

#### Aim



When you see the Aim icon, you will be introduced to topics and ideas that will be covered throughout this module. The AIM will also provide you with a glimpse into your learning objectives and an introduction to this module.

#### Learn



When you see the Learn icon, all of your reading assignments will be listed and may include additional resources that your instructor is providing to help you complete the activities and assessments for the module.

#### Apply



When you see the Apply Icon, it will be time to demonstrate your learning for the module. The items here are those in which you'll be graded and may include discussions, activities, assignments, quizzes, exams, and projects.

**MODULE 1:**

**XX/XX/XX-XX/XX/XX**



- Identify the difference between ordinary and extraordinary
- leadership. Determine the various challenges of leading in chaos.
- Compare and contrast the difference between transactional and relational leadership.



- Read pp. 3–32 of Catron, J. (2015). The 4 dimensions of extraordinary leadership: The power of leading from your heart, soul, mind, and strength. Nashville, TN: Thomas Nelson.
- Read the transactional leadership article by People First Productivity Solutions. This article will provide you with a chart of the differences between managing and leading team members:
  - Calvert, D. (2017, November 19). Transactional leadership vs. transformational leadership [Blog post].
- View: Module 1 Overview video.
- View: The Mind Lab. (2015, December 6). Transactional vs. transformational leadership theory [Video file]. (3:06)



- Meet the Class
  - Due: Saturday
  - Points: 15
- Module 1 Discussion Forum

- Due: Saturday, Tuesday
- Points: 15
- Module 1 Reading Assignment
  - Due: Sunday
  - Points: 50

**MODULE 2:**

**XX/XX/XX-XX/XX/XX**



- Assess the five tribal stages outlined by Dave Logan.
- Determine the healthy benefits of leading oneself well.
- Identify the five tribal stages within your organization or context.



- Read pp. 33–58 of Catron, J. (2015). The 4 dimensions of extraordinary leadership: The power of leading from your heart, soul, mind, and strength. Nashville, TN: Thomas Nelson.
- Read the article that provides practical steps to identify the five tribal stages in an organization:
  - Farnam Street. (2019). Tribal leadership: The key to building great teams [Blog post].
- View: Logan, D. (2009, March). Tribal leadership [Video file].



- Module 2 Discussion Forum
  - Due: Saturday, Tuesday
  - Points: 15
- Module 2 Reading Assignment
  - Due: Sunday
  - Points: 50
- Final Presentation Milestone Assignment 1
  - Due: Tuesday
  - Points: 50

**MODULE 3:**  
**XX/XX/XX-XX/XX/XX**



- Observe the importance of leading a team.
- Determine the how to lead with all your soul and all your mind to empower others.
- Identify how to inspire and lead a young team.



- Read pp. 87–136 of Catron, J. (2015). The 4 dimensions of extraordinary leadership: The power of leading from your heart, soul, mind, and strength. Nashville, TN: Thomas Nelson.
- Read the article that provides practical steps to lead Generation Z:
  - Elmore, T. (2019). Six steps to help young team members manage expectations [Blog post].
- View: Module 3 Case Study video.
- View: Godin, S. (2009, February). The tribes we lead [Video file]. (17:20)



- Module 3 Discussion Forum
  - Due: Saturday, Tuesday
  - Points: 15
- Module 3 Reading Assignment
  - Due: Sunday
  - Points: 50

➤ Case Study 1

- Due: Tuesday
- Points: 50

**MODULE 4:**

**XX/XX/XX-XX/XX/XX**



- Observe the importance of a healthy team culture.
- Assess the dysfunctions on a team.
- Determine how to lead teams with vision through a re-imagined world.



- Read pp. 137-182 of Catron, J. (2015). The 4 dimensions of extraordinary leadership: The power of leading from your heart, soul, mind, and strength. Nashville, TN: Thomas Nelson.
- Zartler, J. (2017, September 7). Lencioni's 5 dysfunctions of a team: The root causes of organizational politics and how to overcome them.
  - Ever felt like you recognized the incredible potential of the team you are leading, but somehow it appears no one is on the same page? It appears that team members are not working together as a team, and therefore the impact on the entire organization is a negative one. You as the leader recognize the team struggles to accept responsibilities and come to any agreements, resulting in negative morale. Patrick Lencioni writes a leadership fable, a story of a technology company that is struggling to grow and find customers as a way to address the five dysfunctions in a team (i.e., absence of trust, fear of conflict, lack of commitment, avoidance of accountability, and inattention to results). This will help you recognize, assess, and improve on getting every team member on the same page as you lead a vital and life-giving team.
- View: Module 4 video.
- View: SEU Forum, Dr. Chris Owen video.



➤ Module 4 Discussion Forum

- Due: Saturday, Tuesday
  - Points: 15
- Module 4 Reading Assignment
  - Due: Sunday
  - Points: 50
- Final Presentation Milestone Assignment 2
  - Due: Tuesday
  - Points: 50

**MODULE 5:**  
**XX/XX/XX-XX/XX/XX**



Observe the importance of collaboration within a team concept.

- Assess the silos in an organization.
- Create an environment that embodies a team and overcomes the individual status.



- View/Listen: Living Spring. (2018, March 23). Andy Stanley 2018 || Leadership || Culture of collaboration (Part 1) [Video file]. (18:00)
  - Listen to Andy Stanley's leadership podcast as he shares about how to develop a culture of collaboration.
- View: Module 5 Case Study video.



- Module 5 Discussion: Video Forum (Virtual Classroom)
  - Due: Time/day to be determined by your instructor
  - Points: 30
- Case Study 2
  - Due: Tuesday
  - Points: 50

**MODULE 6:**

**XX/XX/XX-XX/XX/XX**



- Observe the importance of collaboration within a team concept.
- Assess the silos in an organization.
- Create an environment that embodies a team and overcomes the individual status.



- View: Living Spring. (2018, March 23). Andy Stanley 2018 || Leadership || Culture of collaboration(Part2) [Videofile]. (18:41)
- View: Pastor Mario Hood video



- Module 6 Discussion Forum
  - Due: Saturday, Tuesday
  - Points: 15
- Essay or Presentation
  - Due: Tuesday
  - Points: 50
- Final Presentation Milestone Assignment 3
  - Due: Tuesday
  - Points: 50

**MODULE 7:**

**XX/XX/XX-XX/XX/XX**



- Assess how to lead with one's heart before one's hand.
- Develop, empower, and resource volunteers.



- Read this article from Forbes magazine on the importance of getting involved when you lead:
  - Arpajian, S. (2018, March 30). Sleeves up, hands-on: Get involved when you lead.
- Read this article on finding the balance between flexibility and accomplishment when leading:
  - Bacharach, S. (2012, June 18). Leading teams: Find the right balance between hands-on and hands-off.
- View: Dr. Gomez on Teaching video.



- Module 7 Discussion Forum
  - Due: Saturday, Tuesday
  - Points: 15
- Final Presentation Milestone Assignment 4
  - Due: Tuesday
  - Points: 50

**MODULE 8:**  
**XX/XX/XX-XX/XX/XX**



- Recognize how to help others.



- View: Tony Dungy's video on the power of helping others: EDGE Mentoring. (2018, October 25). The power of helping others | Tony Dungy | EDGE|X2018 [Videofile]. (26:23)



- Module 8 Discussion Forum
  - Due: Saturday, Tuesday
  - Points: 15
- Final Presentation
  - Due: Tuesday
  - Points: 100

## SECTION 4: ASSESSMENTS

### Discussion Forums

#### Description

Each week, students will participate in a class discussion. The discussion topics will relate to the weekly readings and will encourage the student to apply what they have learned during the week as they engage with both the instructor and their fellow students. Each week students will be required to respond to the given discussion questions with a substantial post (150-200 words) that demonstrates depth of understanding and is supported by a minimum of one cited and referenced source.

In addition to the initial post, students must respond substantially to a minimum of two of their peer's initial posts (50-75 words minimum for each reply). These posts must add breadth and depth to the discussion, continue to build on the initial post, and add additional insights and questions. Please refrain from the following responses, "Great job." "Your assessment and overview of the material was excellent." In your response to your peers you should adhere to the Netquitte instructions per the syllabus, but you should pushback and challenge each other in a respectful manner.

#### Total Possible Points

150

#### Grade Weight

15

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### Reading Assignments

#### Description

Every week students are assigned specific pages to read from the required textbook and required to take a quiz answering questions from the assigned reading.

#### Total Possible Points

200

#### Grade Weight

15

## SECTION 4: ASSESSMENTS

### Case Studies

#### Description

Students are required to read, assess, and provide a resolution to the issue(s) they determine are present in the case study. Students are expected to engage with all the information learned in prior weeks and the current as they prepare their response.

#### Total Possible Points

100

#### Grade Weight

15

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### Essay or Presentation

#### Description

- Write a 500-word essay identifying the six practices as mentioned by Andy Stanley in order to develop a culture of collaboration and Mario Hood's leadership dynamics, and discuss how either are or are not present in your current context.
- Another option is to create a five-minute presentation (PowerPoint, Canva, Keynote) sharing the concepts you learned from Andy Stanley and Marion Hood and how you would apply it to your current role at your organization.

#### Total Possible Points

50

#### Grade Weight

15

### Final Presentation

#### Description

Utilizing the textbook as a base, create a 20-minute training seminar for staff or volunteers for a team conference for your context (i.e., business organization, sports

team, or ministry). The training session should include objectives, complete manuscripts, PowerPoint, handouts, and participant notes. The purpose of the final project is to assist you with contextualizing the principles for team-leading dynamics within your particular context.

**Total Possible Points**

300

**Grade Weight**

40