

ML615: SemPM Syllabus
Semester: Fall 2014
Dates: Sept. 2 – Oct. 20

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Organizational Leadership and Church Governance

COURSE DESCRIPTION:

This course is designed to address the role of organizational leaders in congregational and ministry settings. Attention is given to both the pastoral and governance dimensions of leadership, with special focus on relevant strategies and approaches for guiding congregations and ministry communities. This course will focus on the leader's role in working with a church staff and board, understanding diverse congregational polities, effectively communicating as a leader, fostering a healthy organizational culture, and navigating conflict and change that may arise in these churches and ministry organizations.

LEARNING OUTCOMES: Upon completing this course, students will be able to...

1. Examine the importance of personal and spiritual formation for leading congregations
2. Examine various approaches to conflict management and peacemaking
3. Apply Scriptural messages appropriately to contemporary contexts
4. Engage and evaluate models and approaches to transformational leadership
5. Explain and differentiate various approaches to management and administration in ministry
6. Integrate key course concepts into professional practice
7. Develop an awareness of the organizational leader's role in leadership communication
8. Identify principles for developing and collaborating with church leaders
9. Differentiate models of church governance and the biblical and theological foundations underlying diverse models
10. Evaluate the essential elements in the development and fostering of a healthy organizational culture
11. Examine models and principles for leading organizational change

REQUIRED TEXTS:

Addington, T. J. *High-Impact Church Boards: How to Develop Healthy, Intentional, and Empowered Church Leaders*. Colorado Springs, CO: NavPress, 2010.

Cowan, Steven B. *Who Runs the Church? 4 Views on Church Government*. Grand Rapids, MI: Zondervan, 2004.

Leas, Speed B. *Discover Your Conflict Management Style* (Revised Edition). Herndon, VA: The Alban Institute, 1998

Herrington, J., Bonem, M., and Furr, J.H. *Leading Congregational Change: A Practical Guide for the Transformational Journey*. Jossey-Bass, 2000. ISBN 0787947652

Sande, Ken. *The Peacemaker: A Biblical Guide to Resolving Personal Conflict (3rd Edition)*. Grand Rapids, MI: Baker, 2004. ISBN: 0801064856.

Steinke, Peter L. *Congregational Leadership in Anxious Times: Being Calm and Courageous No Matter What*. Herndon, VA: The Alban Institute, 2006.

REQUIRED ARTICLES:

Kotter, John. (1995). "Leading Change: Why Transformation Efforts Fail." *Harvard Business Review*, 73(2), 59-67. [Please obtain a copy through the "EBSCO MegaFILE" database in our library...may not be able to print, but should be able to read electronically.]

COURSE REQUIREMENTS:

Submission Guidelines: All papers are to be submitted electronically via the Assignments section of Moodle. Please utilize the following format for labeling all of your submitted work: "Your Last Name_Initial of Your First Name_ML615_Paper #". Be sure to use these submission guidelines.

1. Reading Assignments, Web Site visits, and Class Participation

All assignments and class participation assume that readings have been carefully processed and a minimum of 10 leadership web sites have been visited (the viewing of the 10 web sites is simply an opportunity to see what is available online related to our course topics; no reporting of this to the instructor is needed (scholar.google.com is a helpful source for more academic writing on the web). Pay attention to predominant theories and concepts presented by the authors of the books and articles you read.

2. Paper #1: *The Congregational Leader and Conflict*

This paper is designed to provide you with an opportunity to carefully reflect on your personal conflict style and use of resolution strategies.

Based on your course reading, course presentations, the conflict inventory, the related literature (i.e., relevant journal articles), and personal reflection, provide a personal history of your conflict style. At a minimum, please consider the following items: (a) Past — Describe your conflict style in the *past*. What has been your "default" conflict style, or what conflict style has been most natural for you in the past? Please reflect on some examples of how conflict was handled in your life; these examples may be from personal or professional settings. What factors have contributed to the conflict style you have adopted? Please consider family upbringing, personal experience, individual personality, etc.... (b) Present — Describe your *present* conflict style. What is your current style for handling conflict? What is a current situation or relationship you are engaged in that is forcing you to think about your personal conflict style? How do the foundational issues of one's life and personality related to your conflict style? (c) Future — Describe your personal goals for your *future* style of conflict management. What conflict style do you wish to nurture in your life? What does the Bible have to say about our style of engaging in conflict? How may you grow toward a healthier and more biblical style of conflict engagement?

Once you have reflected on your personal conflict style history, please reflect on how you may implement a strategy of conflict resolution among congregational or organizational teams. Again, base your reflections and conclusions on your course reading, course presentations, the conflict inventory, the related literature, and personal experience. Please address the following: (a) What are the essential components of a conflict resolution strategy? (b) What are some examples of how conflict was resolved in the Bible? Please develop some principles for

conflict resolution from these biblical texts. (c) May these principles and strategies for conflict resolution be applied in both individual and organizational contexts? What may differ between these two settings? (d) How will a person's relationship with God and one's personal capacity affect his or her ability to engage in healthy conflict resolution—both individual and organizational?

Bibliography

Be sure to cite your sources using Turabian footnoting and include a bibliography of all materials referenced.

3. Paper #2: *Leading Congregational Communities*

Drawing from the Bible, class readings, class interaction, life experience, the related literature (i.e., relevant journal articles), and other appropriate resources, provide an overview of the congregational governance structure and church polity for the community of which you are part. In this overview, ground your discussion in the related literature, providing both a description of your church governance structures and practices, as well as reflection on the biblical and theological grounds for this structure.

After providing this overview, present your approach to developing and collaborating with church leaders within this congregation structure. As noted above, ground your discussion in the related literature, providing both a description of your ideal approach to developing and collaborating with church leaders as well as a reflection on the biblical and theological grounds for this approach.

Be sure to cite your sources using the Turabian footnoting approach and include a bibliography of all materials referenced.

4. Assignment #3: *Culture and Change Leadership Team Presentation*

Based on the course reading, course presentations, the related literature (i.e., relevant journal articles), and your personal research of an organization, please evaluate the identity and culture of a church or ministry organization. Your evaluation must include three parts—Analysis, Evaluation, and Recommendations for Change. Please work in groups of three or four, and walk through the following in your presentation.

Analysis

This phase of analysis is for information gathering. In this portion of your paper, you will need to provide a concise overview of the organization's identity and culture. At a minimum, please identify or

address the following items related the organization: (a) What are the organization's purpose, mission, strategy, values, and vision? (b) Is there continuity or discontinuity between the organization's spoken or public identity and the actual cultural ethos of the organization? (c) How does the organization organize its leadership and personnel around its mission, and what is the relationship between the organization's governance and program areas? And (d) who in the organization is responsible for *defining* the organization's identity and culture, and who in the organization is responsible for *communicating* the organization's identity and culture (please consider communication both inside and outside the organization).

You may gather this information in any way you deem helpful; however, the following items must be utilized in the process of your analysis. First, design a questionnaire to be used in an interview with a leader in the organization. This questionnaire should seek to access the information noted in the above paragraph. You may use this questionnaire with as many people as you would like, but it must at least be used in an interview with a leader in the organization who is well acquainted with the core identity and culture of the organization (i.e. elder, board member, pastor, ministry head, executive director, etc...). Please submit a copy of this questionnaire along with your PowerPoint presentation (one submission per group), along with a paragraph description of how the tool was used in your analysis. Second, please gather essential printed/ published material that will assist you in your analysis (i.e., key documents from the organization, brochures, web pages, etc...). You will not need to turn these in, but please list the items you referenced in your bibliography.

Evaluation

Once you have provided a sufficient analysis of the organization's identity and culture, please evaluate your findings based on your course reading, course presentations, the related literature, and your personal observations. At a minimum, please address the following considerations in your evaluation: (a) Has the organization adequately defined its organizational culture and identity? Does the organization have a biblically consistent and theologically informed understanding of their purpose, mission, strategy, values, and vision as an organization? (b) Has the organization adequately communicated this identity and culture both inside and outside of the organization? What methods of communication has the organization utilized to communicate both inside and outside the organization? (c) Are there any oversights, gaping holes, or unanswered questions related the organization's culture and identity? What has led to these oversights, or what has led to the organization's thoroughness in addressing these issues? And (d) what is the leadership ethos of the organization (e.g., has the organization developed a transformational or transactional culture)? What are the factors that have led to this leadership ethos in the culture?

Recommendations for Change

Based on your analysis and evaluation of the organization, please develop a set of conclusions and recommendations for change that are focused on improving the organization's identity and culture. Please base these conclusions and recommendations on your course reading, course presentations, the related literature, and your personal observation and experience. Please give specific focus to grounding your recommendations in the change literature engaged in the course.

Your recommendations may be written up in any form, but they should be thorough enough to provide clear and insightful direction to the current leadership of the organization. Please assert your

recommendations, provide support and a rationale for these conclusions and recommendations, and a recommended plan for engaging the needed changes.

Format Note: Each group must submit one PowerPoint file one hour prior to the start of class on the presentation day. Please also submit a copy of the questionnaire used in the study with a paragraph description of how the tool was used in your analysis. Additional material/submissions are fine (e.g., an accompanying Word doc, questionnaire used), but the PowerPoint is the main document used for the presentation and evaluation of the project. Be sure to clearly cite sources (footnotes or endnotes) within the PowerPoint slides.

GRADING: The assignments listed below will form the primary basis for your grade. Keep in mind that limited class participation in the weekly classes or in any online course requirements may result in a deduction of the final course grade by up to 15%. If course evaluations are not administered by seminary academic affairs for this quarter, you may always request a course evaluation by contacting academic affairs (sem-academic-affairs@bethel.edu) at the end of the course.

CATEGORIES—Grading assignment categories are as follows...

- Paper #1: The Congregational Leader and Conflict 40%
- Paper #2: Leading Congregational Communities 40%
- Paper #3: Culture and Change Leadership 20%

Academic Course Policies: Please familiarize yourself with the catalog requirements as specified in Academic Course Policies. You are responsible for this information, and any academic violations, such as plagiarism, will not be tolerated.

GRADING POINT CRITERIA

The student’s course grade will be based on the scale below:

	B+ 88-91	C+78-81	D+..... 68-71
A.....95-100	B 85-87	C.....75-77	D..... 65-67
A-92-94	B-..... 82-84	C-72-74	D-..... 62-64
			F..... Below 62

ADDITIONAL EXPECTATIONS

1. **Quality of Writing & Content:**

This is a graduate course. As such, the assignment of grades to will reflect appropriately high standards for (a) clarity of language, (b) the development of well-informed arguments, and (c) use and documentation of evidence cited for your arguments or position. While this is not a class on writing, it is nonetheless important for you to effectively articulate, develop, and defend your ideas and conclusions.

Each of your submitted papers will be graded based around the following three areas: (a) Quality of Writing, (b) Quality of Content, and (c) Quality of Interaction with the Course Material and Relevant Literature. Please see the “Academic Course Policies” below for further expectations.

2. **Timeliness of Work:** Because leaders often work within team and group contexts, learning the artful balance of producing excellent work in a timely manner is essential. Work not submitted in a timely fashion will receive a deduction of 2% each late day (excluding Sundays).

Please note, only extreme situations will be considered as exceptions to this policy. Examples of extreme situations are a death in the family or hospitalization. Demands related to work and ministry—even intense demands—are not considered an exception to this policy. Work that is submitted late often will be delayed in the grading process.

3. **Last But Not Least:** Did you specifically engage the assignment? Did you address the questions and/or particulars of the assignment as they were posed? Did you do what the assignment asked?

Academic Course Policies: Please familiarize yourself with the catalog requirements as specified in the Academic Course Policies document found on the Registrar's website at: <https://bethelnet.bethel.edu/ureg/bssp/acp/>. You are responsible for this information, and any academic violations, such as plagiarism, will not be tolerated.

Course Workload Expectations: Three-credit courses are intended to include from 112.5 – 130 hours of student work. In this course, total workload expectations are around 127 hours: (a) 50 hours devoted to work on your assignments, (b) 38.5 hours devoted to course reading, and (c) 38.5 hours devoted to in-class and online forum interaction.

COURSE SCHEDULE

Class	Date	Topic	Due	Reading
Part I: The Congregational Leader and Conflict				
1	Sept. 8	<i>Welcome, Introductions, Course Overview, the Congregational Leader & Formation</i>		Begin Steinke Book; Begin Sande Book
2	Sept. 15	<i>The Congregational Leader, Conflict, & Peacemaking</i>		Complete Steinke and Sande Books; Complete Inventory in Leas Book; Read Leas Book
Part II: Leading Congregational Communities				
3	Sept. 22	<i>Leaders as Stewards in God's House; Understanding & Communicating Your Leadership Message; Identifying and Developing Leaders in the Church</i>	Submit Paper #1: The Organizational Leader & Conflict (Due by start of class on Sept. 22)	Begin Addington Book; Begin Cowan Book
4	Sept. 29	<i>Engaging Congregational Polity (Church Gov.); Collaborating with Church Leaders & Boards</i>		Complete Addington Book; Complete Cowan Book
4.5	Sept. 30 – Oct 4	Online Discussion: <i>Congregational Polity in Context</i>	Provide initial post by Wed. Oct. 1 and response posts by Sat. Oct. 4	
Part III: Culture and Change Leadership				
5	Oct. 6	<i>Understanding & Developing Organizational Culture</i>	Submit Paper #2: Leading Congregational Communities (Due by start of class on Oct. 6)	Begin Herrington Book; Kotter Article
6	Oct. 13	<i>Navigating Congregational Change</i>		Complete Herrington Book
7	Oct. 20	<i>Class Presentations: Culture and Change Leadership</i>	Submit Presentation: Culture and Change Leadership (Due ONE HOUR BEFORE start of class on Oct. 20)	

