

**Syllabus**  
GMIN 5023 – Congregational Leadership  
May 21-25, 2007  
Oklahoma Christian University

**“Higher Learning – Higher Calling”**  
**Oklahoma Christian University seeks to be a premier Christian institution of higher learning  
and higher calling**

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### **Required Texts**

The texts will generally be discussed in the order listed.

- (1) Anderson, Lynn. *They Smell Like Sheep*. Howard, 1997.
- (2) Anderson, Lynn. *They Smell Like Sheep, Volume 2: Leading with the Heart of a Shepherd*. Simon & Schuster, 2007.
- (3) Sisk, Ronald D. *The Competent Pastor: Skills and Self-Knowledge for Serving Well*. Alban, 2005.
- (4) McNeal, Reggie. *A Work of Heart: Understanding How God Shapes Spiritual Leaders*. Jossey-Bass, 2000.
- (5) Roxburg, Alan J. and Fred Romanuk. *The Missional Leader*. Jossey-Bass, 2006.
- (6) Fleer, David and Charles Siburt, eds. *Like a Shepherd Lead Us*. Abilene, TX: Leafwood, 2006.

Readings (or at a minimum, pre-readings) of the texts should be completed before the beginning of class. Students should seek to become familiar with a textbook before in-class discussion of that specific text.

### **Recommended Supplemental Readings**

1. Armour, Michael and Don Browning. *Systems-Sensitive Leadership*. College Press.
2. Callahan, Kennon. *Effective Church Leadership*. Harper-Collins.
3. Fair, Ian A. *Leadership in the Kingdom*. ACU Press.
4. Friedman, Edwin H. *Generation to Generation*. Guilford.
5. Grenz, Stanley. *Created for Community*. Bridgepoint (Victor).
6. Malphurs, Aubrey. *Values-Driven Leadership*. Baker.
7. Nouwen, *In the Name of Jesus*. Crossroad.

### **Course Description**

This course will establish a biblical and theological foundation for understanding the church and congregational leadership, consider the implications of seeing the church as a system, help the student develop an awareness of his or her own leadership style and gifts, introduce the student to concepts of organizational dynamics and organizational change, encourage study of the process of healthy leadership development, and help the student develop practical skills for the exercise of leadership in a local congregation.

### **Course Objectives**

The student will

1. become aware of biblical and theological foundations which inform congregational life and leadership,
2. become familiar with leadership models in the Old and New Testaments,
3. develop a self-understanding which can inform his or her leadership,
4. discover how family systems theory informs leadership in the local church,
5. become familiar with concepts related to organizational dynamics and organizational change,
6. identify desirable characteristics and virtues that should be embodied by leaders in a community of faith,
7. develop an awareness of how leadership is developed in the local congregation,
8. understand the characteristics of effective leadership groups or teams, and
9. develop an understanding and practical skills for responding to leadership challenges in the local church.

## Course Requirements and Evaluation System

1. Class attendance/preparation/participation. *Note: Attendance must be at least 90% to avoid a grade penalty—maximum absence (including tardies) is 4 hours. The grade for this section may include preparation for class and homework assignments.* (10%)
2. Case study preparation/reflection/discussion (5%)
3. Responsibility for Fleer/Siburt chapter (5%)
4. Sermon/class (as described in class) (15%)
5. Final Examination (15%) *The student will be prepared to answer questions concerning the content of the texts used in the class and the classroom discussion.*
6. Reading abstracts (as described in class). Due Date: June 15, 2007. (15%)
7. Self-reflection paper (as described in class). Due Date: June 15, 2007. (10%)
8. Research paper in the field of congregational leadership (not less than 15 pages, topic related to class materials and approved by instructor). Due Date: July 16, 2007. (25%)

## Grading Scale

A description of criteria used in assigning grades is at [www.bobyoungresources.com/academics/gradetable.htm](http://www.bobyoungresources.com/academics/gradetable.htm)  
A = 91+, B=82-91, C=72-81 [<72=failing]

## Attendance Policy

Studies show that the probability of success in academic endeavors is directly proportional to class attendance and involvement. Therefore, evaluation criteria are weighted in favor of class attendance and participation. Unexcused absences in this class may lower the student's final grade up to a grade point. All students are expected to attend every class session. This is especially important in a graduate seminar class with smaller enrollments and increased opportunities for discussion. Preparation for class and participation in the class are essential. Participation in the discussions requires awareness of the issues and topics covered and the ability to think critically concerning the application of the concepts.

Students whose unexcused absences exceed 10% of the class will be penalized a grade point. Students whose unexcused absences exceed 15% of the class will fail the class. The student should be aware that much learning takes place during class. Participation and quiz grades cannot be recorded for absent students. Students with excessive absences may not perform successfully on exams. The student is responsible for obtaining assignments and completing work missed.

## Classroom Conduct and Participation

Students must arrive at class on time. A student who must arrive at class late is expected to enter class without being disruptive and wait until after class to explain the reason for his or her tardiness. Learning occurs when we ask questions about concepts and words unfamiliar to us, when we explore cross-disciplinary applications, and when we actively participate in the learning process. Involvement in the class interaction will be the primary gauge of your class participation grade. Disruptive behavior will lower the class participation grade.

## Late Assignments

Homework must be turned in on time or early. If you cannot turn work in on time, you must ask for permission to turn the work in late. Students should realize that such is not consistent with the general expectations of graduate studies. In some cases, late homework cannot be accepted since the answers are given in class. Late homework, if accepted, will be accepted only during the next class period following the date the homework was due with one letter grade reduction (10%). The grade reduction is waived for excused absences. Daily in-class work and quizzes cannot be made up. Major assignments must be produced and submitted on the timetable set forth in class. Students who do not follow the timetable for identifying topics, researching sources, outlining, and otherwise producing an acceptable paper cheat both themselves and other students.

Major assignments that are to be presented in class must be presented on the day scheduled. Students who see that they will be unable to submit or present major assignments as scheduled must, no later than one week before the due

date, ask for permission to submit or present the work late.

Students who do not produce and submit timely work will fail the class. An exception is made for work which is late due to uncontrollable circumstances such as illness or family emergencies. When such circumstances occur near the end of the semester and prohibit the student finishing the course requirements timely, an I (incomplete) may be given to allow the student time to complete the work.

### **Make-up Examination Policy**

Make-up exams are available only in extreme emergencies. Arrangements for make-up exams should be made with the professor prior to the exam.

### **Academic Honesty Policy**

When a student presents an assignment or an examination which is not the student's work, he or she is at variance with the purposes of Oklahoma Christian. Seeking a false grade is completely out of harmony with the scriptural principles which the university seeks to uphold, and the means used to attain this end are dishonest. The person who submits an assignment as his or hers when another has done the work lies about the work being his or hers and steals from himself or herself both the opportunity to develop and the money paid to have that opportunity.

The student who looks on another's paper for information on an examination or who smuggles into the examination room a source of information to use during the examination again lies about the test paper being his or her work and forms the habit of seeking dishonest short-cuts to attain his or her ends. The act of cheating is wrong, but like other sins, it develops an attitude of disrespect for the use of suitable means to attain proper ends.

The penalty for dishonesty in any form will be as follows:

1. On the first offense, the student will receive a 0 for the examination or assignment. Professors shall send documentation of the first offense to the chair of Graduate Bible, the dean of the College of Biblical Studies, and the Vice President for Academic Affairs.
2. On the second offense, the student will receive an F in the course. Professors shall send documentation of the second offense to the chair of Graduate Bible, the dean of the College of Biblical Studies, and the Vice President for Academic Affairs.
3. If the student receives an F in two courses for cheating and/or plagiarism, he or she will be suspended from the university.

### **Group Work and Copying (when applicable)**

While students may be allowed at times to work together in a group to complete a homework assignment, learning is finally an individual process, and all students must participate in the process if learning is to occur. Do not allow a fellow student to participate in group work if she or he does not materially contribute to the learning process. Do not copy your homework from anyone else, do not allow anyone else to copy your homework. Homework exercises are generally a small percentage of the grade in a class. Satisfactory learning as demonstrated on pop quizzes and major tests is much more important. Do not cheat yourself or others. Learn the material.

### **Papers, essays, book reviews, and research projects**

Materials to be handed in for grading should be prepared according to exacting standards. Samples of book reviews and a suggested grading template are available online. Papers should follow the general rules of Turabian's *A Manual for Writers* (Sixth Edition), with special attention to details often considered irrelevant, e.g. margins, spacing, and similar mechanics. A writing guide is available online and is referenced below. Students should submit all assignments both in hard copy and electronic form.

### **Reading Examinations**

Reading exams employ short answer formats (completion, multiple choice, or matching). Exams must be taken with the rest of the class and generally cannot be made up.

## **Withdrawal Procedure**

Class withdrawal procedures as set forth in the catalog must be followed. The student must initiate an official process involving their advisor and the chair of graduate Bible. Non-attendance does not constitute official withdraw. The student who neither attends nor drops the class will ultimately receive a failing grade.

## **Laptop Etiquette**

Students are allowed to bring laptops to class for the purpose of taking notes and viewing online materials suggested by the professor. Laptops are not to be used during class for any activities that do not pertain to the current class activity and discussion. The professor may at times instruct students to close laptops to give full attention to a class project, discussion, or presentation. If, in the opinion of the professor, the student is not following this policy the procedures on academic honesty will be followed. Any student who brings a laptop to class agrees to use it in class only for legitimate class activities and according to this laptop policy.

## **Blackboard**

The professor may use Blackboard to communicate with students. Students should consult Blackboard regularly to supplement instructions and assignments given in class.

## **Email Policy**

Students may feel free to consult the professor by email with concerns, questions, or comments that were not addressed in class. Emails should accurately indicate the subject in the subject line. The professor will read and reply as soon as possible, usually within 24 hours. Students needing a more rapid reply are encouraged to call. Please do not use the mailing lists you have from this class, faculty and students, for spamming.

## **Papers and Presentations**

Students should note that materials may always be submitted early. It is not anticipated that materials produced during the week of class will be submitted early, but the book reviews and research paper may be submitted early with the possibility of improvement and resubmission, according to the guidelines outlined below. Papers will be graded according to the guidelines on the Internet using the following percentages will be used to weight the grading process: content 60%, organization and style 25%, grammar and literary mechanics 15%. Students can find help in evaluating the various aspects of their paper at [www.bobyoungresources.com/academics/researchguide.htm](http://www.bobyoungresources.com/academics/researchguide.htm).

Each student in the class will complete two projects to be submitted after the conclusion of the class:

1. Self-reflection paper which addresses at least 4-5 of the dynamics covered in class. This paper should be approximately 8-10 pages (not counting title page, appendices, or bibliography, if included). Footnotes are preferred to end notes.

2. Research paper in the field of congregational leadership (topic related to class materials and approved by instructor). This paper should be at least 15 pages in length and not longer than 18 pages (not counting title page, appendices, or bibliography; endnotes are included in the page count). Students must use a 12 point font; footnotes are preferred to endnotes, formatted according to Turabian 6<sup>th</sup> edition, bibliography of at least 10 sources (not counting Bibles). Sources should be thoughtfully chosen from recent and current materials, Internet and electronic media, books, professional and scholarly periodicals, and general reference works. Students should attempt to access the most pertinent and relevant materials, and not simply to pad the bibliography to the required level. Students will be responsible for determining a topic and doing enough initial research to develop and present a research paper proposal on the last day of class. Papers turned in early will be graded and returned within one week, and will be eligible for improvement and resubmission up until the deadline. Students are encouraged to use the Writing Lab to improve grammatical elements of papers. The professor will assist with content and organization. Papers should not be resubmitted more than twice.

## **General Course Outline**

Introduction

Text: Anderson (1997)

1. Biblical and theological foundations for leadership; leadership in the OT and NT
2. Understanding case studies

Text: Anderson (2007)

1. Seminar Components:
  - Fleer/Siburt discussions
  - Case studies and responses
2. Systems theory and applications  
Genogram assignment; spiritual gifts assignment  
Leadership Styles, Internet assignment, inventories  
Self-understanding, integrating genogram, gifts, and personality  
Genogram presentations, discussion to prepare for self-reflection paper  
Leadership and Power

Text: Sisk

1. Seminar Components:
  - Fleer/Siburt discussions
  - Case studies and responses
  - Self-awareness presentations
  - Sermon/Class preparation updates
2. Communication
3. Organizational dynamics, culture and change  
People awareness (systems-sensitive) leadership
4. Conflict resolution/management

Text: McNeal

1. Seminar Components:
  - Fleer/Siburt discussions
  - Case studies and responses
  - Self-awareness presentations
  - Sermon/Class preparation updates
2. Virtue, character and leadership
3. Values and leadership
4. Spiritual formation, spirituality and leadership

Text: Roxburgh and Romanuk

1. Seminar Components:
  - Sermon presentations
  - Self-awareness presentations
2. Group processes, leadership groups and teams  
Roles and relationships in leadership groups
3. Leadership development  
Leadership formation and effectiveness  
Leadership and Followership styles
4. Special leadership situations: crisis and controversy
5. Final Examinations

### **Americans with Disabilities Act Statement (ADA/504)**

If you have a diagnosed disability and need special accommodations, please notify Amy Janzen (425-5907) before or immediately after your first scheduled class meeting. After your disability has been verified, your instructor will work with you, with Amy Janzen, and with the Office of the Vice President of Academic affairs to provide reasonable accommodations to ensure that you have a fair opportunity to perform in the course.

### **Copyright Policy**

Copyright 2007. Oklahoma Christian University (the University) as to all class materials and lectures whether distributed in class, on Blackboard, or by any other means. All rights are reserved. The University prohibits anyone from selling notes or being paid for taking notes without the express written permission of the University. Violation

of copyright laws could subject a person to federal and state civil penalties and criminal liabilities as well as disciplinary action under University policies. The University holds the exclusive rights to reproduce, distribute, and publicly display the above works and to make derivative works based on those works. The work may be copied, viewed, and/or downloaded for educational and research purposes only by a current student of the University. Class lectures and other activities may not be recorded, copied, or distributed without the written permission of the professor and dean.

## Select Bibliography

Additional bibliographic information will be supplied in class.

- Allen, Leonard, and Danny Swick. *Participating in God's Life*.  
Amerding, Hudson. *Heart of Godly Leadership*.  
Anderson, Lynn. *They Smell Like Sheep*.  
Armour, Michael and Don Browning. *Systems-Sensitive Leadership*.  
Banks, Robert. *Paul's Idea of Community*.  
Banks, Robert, and Bernice M. Ledbetter. *Reviewing Leadership*.  
Banks, Robert, and Kimberly Powell, ed. *Faith in Leadership*.  
Callahan, Kennon. *Twelve Keys*.  
Callahan, Kennon. *Effective Church Leadership*.  
Callahan, Kennon. *Twelve Keys Workbook*.  
Carroll, Jackson, et.al. *Congregational Handbook*.  
Carroll, Jackson. *As One with Authority: Reflective Leadership in Ministry*.  
Carroll, Jackson. *Ministry as Reflective Practice*.  
Collins, Jim. *Good to Great*.  
Covey, Stephen. *Principle-Centered Leadership*.  
Fair, Ian A. *Leadership in the Kingdom*.  
Ferguson, Everett. *The Church of Christ*.  
Friedman, Edwin H. *Generation to Generation*.  
Longenecker, Richard N. *Community Formation in the Early Church and in the Church Today*.  
Malphurs, Aubrey. *Values-Driven Leadership*.  
Maxwell, John C. *Developing the Leader Within You*.  
Maxwell, John C. *Developing the Leaders Around You*.  
Maxwell, John C. *The 21 Indispensable Qualities of a Leader*.  
Nouwen, Henri. *In the Name of Jesus*.  
Peterson, Eugene. *Working the Angles*.  
Peterson, Eugene. *Under the Unpredictable Plant*.  
Schwarz, Christian A. *Natural Church Development*.  
Thompson, James. *Equipped for Change: Studies in the Pastoral Epistles*.