Essential Information
Please refer to the following resources for information essential for the successful completion of courses and degree programs at Nazarene Theological Seminary. Links to these resources are available in the Essential Information section at [http://support.nts.edu](http://support.nts.edu).

- NTS Mission Statement & Purpose Degree Objectives
- Tips for online learning success
- NTS library services
- NTS textbook information
- Online technical requirements and Moodle support information
- NTS Student Handbook including statements on quality of work, plagiarism, and academic probation
- *Handbook for Inclusive Language*

Instructor Information
Professor: Dean G. Blevins, Ph.D.  
Email: dgblevins@nts.edu
Office Phone: 816.268.5481
Office Hours: by appointment

Catalog Description
A study of the role of educational leadership within multiple contexts including parish and non-parish settings. Particular attention will be given to analyzing leadership context, interpersonal dynamics, and the roles and tasks of leadership associated with staff ministry.

Course Description
Leadership remains one of the most elusive topics in the fields of human relations generally and ministry in particular. Leaders rely upon a varying mix of traits including personal character, contextual awareness, analytic ability, relational influence, administrative savvy, imaginative vision, and careful communication skills. Leaders both draw upon and employ these traits as they both shape the broad vision of a community yet also deal with the particular challenges of the day to day. People working in associate positions in churches and other ministries often find themselves exercising similar leadership traits, though often as part of a team or the relational extension of the primary leader of the congregation or organization while tasked with specific administrative oversight. Often staff expectations revolve around an equally varying mix of role capability, relational sensitivity and loyalty to the organization. This course explores both the traits and tasks of leadership alongside the expectations of those who lead by extension in staff ministry. Teaching Style: this course incorporates a seminar model replete with micro-lectures, case study, panel discussions and class participation. The subject will be investigated through discussion of the theoretical roots, literature review, and interviews with people in leadership roles. A collaborative rather than an individual approach will be used to investigate the subject matter in this course. Special attention will be given to the emerging adult journey and possible practices in the life of the church.
Degree Objectives and Outcomes

Objective 4: Knowledge of the complexities and creative potential inherent within social contexts that influence leadership practice within Christian ministry will be exhibited in the following outcomes, the student will:
   a. Explain a philosophy of leadership consistent with the student’s ministry interest and emphasis within Christian Formation and Discipleship
   b. Demonstrate a model of leadership consistent with the student’s ministry interest and emphasis within Christian Formation and Discipleship.

Course Outcomes
As a result of participation in this class the student should:
1. Explore the nature of leadership particularly in a North American Context. DO 4/a; CAR 1,4,6
2. Describe theories pertinent to staff leadership and relationships. DO 4/a; CAR 1,2,4,6
3. Learn administrative practices resident within approaches to staff leadership. DO 4/b; CAR 1,3-6
4. Envision a model of leadership as ministry commensurate with congregational or organizational staff ministry. DO 4/b; CAR 1,3,5,6

Church of the Nazarene COSAC Competencies
CP 5 Ability to provide oversight of one’s ministry using management skills including servant leadership, conflict resolution, and administration
CP 6 Ability to manage resources of one’s ministry (time, human, financial, etc.) in a way consistent with a church's size and characteristics
CP 8 Ability to develop team building skills, identify and cultivate spiritual gifts, recruit volunteers, empower laity, diagnose and intervene in problems

Required Texts & Course Materials

<table>
<thead>
<tr>
<th>Title</th>
<th>Author(s)</th>
<th>ISBN (13 characters)</th>
<th>Publisher</th>
<th>Copyright Date</th>
<th>List price</th>
<th>Pages</th>
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<tbody>
<tr>
<td>Leading from the Second Chair</td>
<td>Bonem, M. and Patterson, R</td>
<td>978-0787977399</td>
<td>Jossey Bass,</td>
<td>2005</td>
<td>$25.00</td>
<td>178</td>
</tr>
<tr>
<td>Getting it Done: How to lead when you are not in charge</td>
<td>Fisher, R. and A. Sharp</td>
<td>978-0887309588</td>
<td>HarperBusiness Book</td>
<td>1999</td>
<td>$12.00</td>
<td>240</td>
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<td>The Five Dysfunctions of a Team: A Leadership Fable</td>
<td>Lencioni, P.</td>
<td>978-0787960759</td>
<td>Jossey Bass,</td>
<td>2002</td>
<td>$25.00</td>
<td>222</td>
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<tr>
<td>Extraordinary Leadership: Thinking Systems, Making a Difference</td>
<td>Gilbert, R. M.</td>
<td>978-0976345527</td>
<td>Leading Systems Press</td>
<td>2006</td>
<td>$16.00</td>
<td>224</td>
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<tr>
<td>Multigenerational Congregations: Meeting the Leadership Challenge</td>
<td>Rendle, G.R.</td>
<td>978-1566992527</td>
<td>Alban Institute</td>
<td>2001</td>
<td>$15.00</td>
<td>150</td>
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</tbody>
</table>
**Recommended Texts & Course Materials**

Supplemental readings will be available on Moodle.

**Course Outline**

- **Unit 1**: Discerning and Defining Young/Emerging adults
- **Unit 2**: Spirituality of Young/Emerging Adults
- **Unit 3**: Challenges to Young/Emerging Adults
- **Unit 4**: Practicing Ministry with Young/Emerging Adults

**Course Assignments & Requirements**

1. **Class participation**: (200 points) students are expected to read and discuss assigned reading in a timely fashion. For the sake of other learners in the class, students need to be able include engage, summarize, and apply readings not only for themselves but their classmates. The assumption remains that our collective insight weekly will make for a richer learning community. **CO 1-4, DO 4, CP 5-8**

   **Moodle Discussion Component**: To assist in this process, and also to allow students to demonstrate process strengths more written than oral, a Moodle discussion process will be included.

   **Students will be asked to post an initial reflection (100 words minimum) about the assigned reading by 11:55 pm Sunday evening prior to class. These reflections may help shape class discussion the following week.**

2. **Leadership Reflection paper** (100 points): Students will be asked to write a 3-4 page (750-1000 words) page personal reflection identifying their own leadership experience, traits, strengths and limits. **Due in Class March 12th CO 2, DO 4/b, CP6**

3. **Book Review** (100 points) Students will write a 5-7 page (1250-1750 word) book review of *Leading from the Second Chair* following Turabian form and style, see appendix. **Due in Class March 26th CO 3-4, DO 4/b CP 5**

4. **Leadership listening paper** (200 points): Each student will engage in two interview addressing leadership and staff relationships. Each student will be asked to interview a pastor and associate(s) from the same local church to discover what leadership looks like in that context. Particular emphasis should be placed on the whole staff is practicing leadership among themselves first, and secondarily to the local congregation. You should approach the task in the following steps;
   - Select a multiple staff setting
   - Select a time at which all participants on the staff are available
   - Determine what issues are central to the interview
   - Construct an interview protocol
   - Interview the pastor and the associate(s) separately
   - Interview the pastor and associate together for clarification
   - Take meticulous notes with appropriate verbatim
   - Complete the interview no later than March 8.
   - Reflect upon and analyze the interview
   - Prepare a 5-7 (1250-1750 words) page report on your reflection and analysis

   The interview questions should be sufficient to allow for analysis in light of class discussions and student reading and in how leadership is expressed in that particular context. 8-10 pages each (2000-2500 words). **Due in Class March 16th CO 1-3, DO 4/a, CP 5**
5. **Research article or retreat implementation plan: (300 points)** Choose of the following options

A. Article: Write a preliminary draft of a 2,000 word (approximate) article for staff members for a regional or national publication (Leadership, Youth Worker Journal, Children’s Ministry, etc.) particularly focusing on one key management concern. The article should address a specific issue related to staff ministry, and should take into account both the class reading as well as the most recent research on the topic. Topics will need to be approved by the professor.

B. Retreat: Create a relationship building retreat curriculum for either a church-based multiple staff or a team of lay leaders that is focused on creating leadership in a church incorporating management as well as leadership theory. The total work should be approximately.

You will need to submit a prospectus for your article or retreat theme by the reading and research week. If presented as a paper will be 10-12 (2500-3000 words) pages in length, reflecting sound research methods including: establishing a key thesis for the paper, establishing backing and warrants for the thesis as well as providing qualifications as necessary, and following Turabian form and style. If presenting a ministry plan the student must develop a portfolio consistent with the plan. Guidelines for the creation of the portfolio will be provided once the student declares interest in this approach. **Due in Class April 30th CO 3-4, DO 4/b, CP8**

6. **Comprehensive essay (100 points)**. At the end of the semester the student will write a summative essay (5-7 pages, 1250-1750 words) giving their own approach to leadership that will guide future ministry. This summative paper may draw from sources within the class but should reflect the student’s synthesis of the material presented in class. **Due in Class May 7th CO 1-4, DO 4/a, CP5-6**

### Distribution of Student Learning Hours

<table>
<thead>
<tr>
<th>Activity</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>Face-to-face Class Sessions</td>
<td>42</td>
</tr>
<tr>
<td>Online Participation in forums, groups, etc.</td>
<td>10</td>
</tr>
<tr>
<td>Reading</td>
<td>60</td>
</tr>
<tr>
<td>Writing</td>
<td>28</td>
</tr>
<tr>
<td>Other Assignments and Learning Activities</td>
<td>5</td>
</tr>
<tr>
<td>Exams &amp; Quizzes</td>
<td>0</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>145</strong></td>
</tr>
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</table>

**Method for Submitting Assignments**

Submit all assignments through the assignment section of Moodle as scheduled

**Form and Style Expectations**

(From Student Handbook) Students will be required to do extensive research and writing during their Seminary career. Care in both content and form of expression should be taken. Turabian, Kate L. A Manual for Writers of Research papers, Theses, and Dissertations. Revised by Wayne C. Booth, et al. 7th ed. Chicago: University of Chicago Press, 2007, shows the preferred form for term papers and theses, unless, for special reasons a professor requests a different style. Turabian’s book is one of the first books a Seminary student should buy and it should be used constantly. Additional resources may be necessary for utilizing and citing online resources. Please consult with your professor or reference the subtopic “The Internet” below. The content of written work should indicate mastery of the material and should reflect ability to collect, organize, evaluate, and critically interpret materials. Part of the Seminary’s expectation of graduate work is the ability to evaluate the quality of sources and to use them appropriately. Articles in academic journals (in both print and electronic formats) and books published by major theological publishers are reviewed by academic peers and are not published unless the content is considered academically appropriate. Most popular journals, self-published books, and internet sources are not peer reviewed.
As a result, they may not be regarded as credible sources. It is the student’s responsibility to determine the reliability and validity of sources used in research. Each written assignment should be carefully proofread for spelling, grammatical construction, footnoting, accuracy, and clarity of expression. Special attention in these areas will bring many valuable returns during one’s academic career and beyond. Students should retain a copy of all papers and assignments submitted in either paper or electronic form.

**Inclusive Language**

NTS is committed to the equality of women and men. Recognizing that people have often used the English language in ways that imply the exclusion or inferiority of women, NTS urges students, faculty, and staff to avoid sexist language in public discourse, in classroom discussions, and in their writings. All written work presented to meet course requirements must use gender inclusive language.

**Policy Regarding Late Work & Missed Exams**

All work reduced 15% after deadline for the first week. Assignments will be reduced and additional 15% for each week late thereafter

**Course Grading**

1000-901: A  900-801: B  800-701: C  700-600: D  599 or Below: F

In accordance with the provisions of the Rehabilitation Act of 1973, NTS is committed to providing students with disabilities the opportunity to participate and benefit from its programs and activities. Accordingly NTS will make reasonable modifications to its programs and activities to accommodate otherwise qualified students with disabilities, unless such modifications would impose an undue burden on the operation of the particular program or activity or would fundamentally alter the nature or purpose of the program or activity. Students needing accommodations should contact the Office of the Registrar. They also should contact the instructor no later than the end of the first class session to discuss learning needs and adaptive strategies that have been beneficial for the student in the past.

**Class Attendance**

Attendance at classes is essential for realizing the maximum benefit of your education. Since the professor in each course is best acquainted with the importance of consistent attendance, he or she will determine the rules for attendance. If you must be absent because of extenuating circumstances, contact the professor as soon as possible to discuss the situation. If a student is absent four or more weeks of the semester, the professor may automatically fail the student. Daily attendance records must be reported for those obtaining V.A. and Department of Education benefits. Students must make the professor aware if their attendance must be recorded.
## Tentative Course Calendar (subject to revision)

<table>
<thead>
<tr>
<th>Date</th>
<th>Week</th>
<th>Topic</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wk 1 2/5</td>
<td>1</td>
<td>Introduction</td>
<td></td>
</tr>
<tr>
<td>Wk 2 2/12</td>
<td>2</td>
<td>Nature of Leadership</td>
<td>Reviewing Leadership: A Christian Evaluation of Current Approaches</td>
</tr>
<tr>
<td>Wk 3 2/19</td>
<td>3</td>
<td>Qualities of Leadership</td>
<td>Reviewing Leadership: A Christian Evaluation of Current Approaches</td>
</tr>
<tr>
<td>Wk 4 2/26</td>
<td>4</td>
<td>Descriptive Context of Leadership</td>
<td>Multigenerational Congregations: Meeting the Leadership Challenge</td>
</tr>
<tr>
<td>Wk 5 3/5</td>
<td>5</td>
<td>Dynamic Context of Leadership: Systems</td>
<td>Extraordinary Leadership: Thinking Systems, Making a Difference</td>
</tr>
<tr>
<td>Wk 6 3/12</td>
<td>6</td>
<td>Dynamic Context of Leadership: Systems</td>
<td>Extraordinary Leadership: Thinking Systems, Making a Difference</td>
</tr>
<tr>
<td>Wk 7 3/19</td>
<td>7</td>
<td>Reading and Research</td>
<td>Article or Retreat Topic due or commitment to Portfolio and Book review for Leading from the Second Chair due in class</td>
</tr>
<tr>
<td>Wk 8 3/26</td>
<td>8</td>
<td>Leadership as Relationship</td>
<td>Book review for Leading from the Second Chair due in class</td>
</tr>
<tr>
<td>Wk 9 4/2</td>
<td>9</td>
<td>Leadership as Relationship</td>
<td>Getting it Done: How to lead when you are not in charge</td>
</tr>
<tr>
<td>Wk 10 4/9</td>
<td>10</td>
<td>Challenges</td>
<td>The Five Dysfunctions of a Team: A Leadership Fable</td>
</tr>
<tr>
<td>Wk 11 4/16</td>
<td>11</td>
<td>Administrative practices</td>
<td>Management Essentials for Christian Ministries</td>
</tr>
<tr>
<td>Wk 12 4/23</td>
<td>12</td>
<td>Administrative practices</td>
<td>Management Essentials for Christian Ministries</td>
</tr>
<tr>
<td>Wk 13 4/30</td>
<td>13</td>
<td>Envisioning Leadership as Ministry</td>
<td>Research or Portfolio Project Presentations</td>
</tr>
<tr>
<td>Wk 14 5/7</td>
<td>14</td>
<td>Closing Reflections</td>
<td>Final Essay Exam due</td>
</tr>
</tbody>
</table>

### WRITING A BOOK REVIEW


Of course, not all of the following instructions need to be addressed equally since space is often limited by the guidelines of book reviews (many reviews limited to 1,000 to 2,000 words). Nuance the issues concerning importance and relevance in light of the book’s genre. In the classic work on reading books—How to Read a Book by Mortimer Adler—we learn the reviewer’s task involves two main parts: demonstrating your understanding of the argument of the author (comprehension), and then interacting and evaluating the quality of argumentation (analysis of reasoning and rhetorical methods). Reviews can take on various formats. However, in general, a summary of the book will precede the evaluation component.

### A. UNDERSTANDING

Before evaluating a book, we first must understand it. This aspect is more descriptive and factual—perhaps up to 50% of the review. Summarize the subject matter and contents of the book. Give the reader a sense of the scope of the whole work.

**A1. Main Thesis, Conclusion(s):** What is the main problem/question being addressed? What main claim/conclusion is proposed? What argument is offered to support these proposals? What are the major sub-claims of the book? Have the author's intentions been clearly understood?
A2. **Overview**: What is the main subject matter or topic of the book? Provide a brief overview (by chapter if possible) of book contents (scope). How does the author organize the book (sequence, e.g., chapters grouped together within parts?) Is there a main organizing framework or model being followed, explicit or implicit? What is the book genre or type (e.g., scholarly-technical? textbook? trade/popular?)?

B. **INTERACTION AND EVALUATION**

This aspect involves your professional judgment regarding how well the author carried out his or her project, related to the intentions of the author. This aspect is an essential contribution that transforms a plain "book summary" into a "book review." This task is the more difficult one, yet it can become easier with increasing breadth of knowledge of the field and depth of critical thinking.

**B1. Author’s Qualifications**: What is important to tell us about the author and his or her qualifications to write this book?

**B2. Assessment of the Argument**: How well did the author develop the argument to support the main conclusions, claims, proposals? How well does the author deliver on his or her promises to address the problem(s) posed? [Also see “B5” below.] Any strengths of the argument to highlight? Any weak elements or limitations to note? For points of important disagreement, did you offer a reason: (a) if the author was uninformed (unaware of relevant information)? or (b) misinformed (in error)? or (c) illogical (a conclusion that does not follow)? (For guidelines see brief explains below. See also Anthony Weston. 2000. A Rulebook for Arguments. 3rd ed. Indianapolis, IN: Hackett, 87pp.) Is the book title accurate? Can you suggest a better title?

**B3. Compatibility within a Wesleyan or Evangelical Protestant Perspective**: What theological or worldview perspective is/seems to be evident in the book? From what perspective is the author addressing the issue? Perhaps keep in mind a traffic light analogy for potential integration within your theological heritage, specifically a Wesleyan (for this class) or evangelical Protestant Christian perspective (e.g. : "green" [compatible], "yellow" [concerns, issues needing further study], "red" [clearly competing, incompatible]). Any problematic claims/critical concerns worth mentioning? Do any major claims fit within a "yellow" or "red" zone? Explain. Also, what is the style, tone of the book?

**B4. Contribution**: Is there a real need for this book? Why? Are there distinctive or novel contributions/proposals in the book worth mentioning, conceptually or practically? (Particularly those of personal interest to you?) Any quotes worth including? How does the book and its specific contents relate within the broader context of books from the same field of study? Does the author treat concepts, issues, authors cited, subject matter similar or different? How so? What is the quantity and quality of the citations?

**B5. Reviewer’s Conclusions**: Do you finally agree or not with the conclusion? Based on Adler's How to read a book have you indicated either: (a) General agreement with major proposal(s)? (b) Agreement as far as the argument was developed? (c) Agreement in the main with only minor disagreements? (d) Or disagreement with the main conclusion(s)? (See Chapter 11 in Adler’s How to Read a Book for help here, as briefly explained below; reviewers might also find Chapters 4-10 helpful.) For whom do you think the book was written/target audience or for what use (e.g., undergraduate, masters, doctoral, layperson; as a primary text or supplemental)? Was the book well-written, or did you experience any difficulty in reading the book? Can you recommend the book? Are there any qualifications to note?

**ADLER’S GUIDELINES ON AGREEING AND DISAGREEING WITH AN AUTHOR**

Note: The following is taken from Adler and Doren's (1972), How to Read a Book. (revised). Ultimately a reviewer can either agree or disagree with the author's main argument. (Adler admits that in some cases it may be necessary to withhold judgment so one can study the issue more before rendering a judgment.) When a reviewer generally agrees with the main argument, Adler outlines three possible options:

1. Basic Agreement without qualifications.
2. Agreement as far as the book goes—the analysis is correct, but incomplete. The author has not solved all the problems he or she started with.

3. Agreement with the overall argument, but there is disagreement on a minor issue (see below for what kind of disagreements Adler identifies).

When a reviewer generally disagrees with the main argument, Adler also outlines three possible options. Also, a reviewer may agree with the main argument, but disagree with some sub-points for which these same categories of disagreement apply. Adler notes, "When you disagree, do so reasonably, and not disputationally or contentiously" (145):

1. Disagreement with the argument because the author is uninformed, lacking information relevant to the problem. (Yet, is this an intentional or unintentional omission?)
2. Disagreement with the argument because the author is misinformed and in error, asserting "what is not the case" (157). The facts are wrong.
3. Disagreement because the author's argument is illogical, the reasoning is fallacious. The conclusions cannot follow from the reasons offered (non sequitur), or the conclusions are inconsistent with other conclusions in the book. When possible, identify the specific logical fallacy(ies). (For help here, see Weston 2000 or Booth et al. 1995).

A final note: Do you have any personal reactions to the book? What are they based on specifically? Also be careful that underlying reactions do not pervade the texture and tone of your review. Be honest, yet fair and gracious. Avoid the crimes identified by John Timmerman, "Reforming the Reviewers" Christian Scholars Review, 30 (3), Spring 2001, 323-28:

(a) Misunderstanding author's intention about the book or proposing how the book should have been written;
(b) Quoting out of context;
(c) Wrong passion—the review is mainly about reviewer's prejudices or the review "gushes" as if it was a publisher's publicity piece, and
(d) "Ego" centered review (too many "I"s).

Please keep the focus on the book and not on the reviewer. Does the tone of your writing appear objective, fair and gracious? Is the writing style appropriate for the readership?

Resource texts

Adler, Mortimer J. and Charles Van Doren's (1972), How to Read a Book. (revised). New York: Simon and Schuster