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.

- 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: D. Martin Butler, Ph.D.  Email: dmbutler@nts.edu
Office: (816) 268-5421
Office Hours: 8:00-4:30 or by appointment

Catalog Description

A study of the dynamics of leadership and administration of the total programs of the local church. Through lecture, discussion, projects, case studies, and research students will gain a working understanding of the necessary competencies for pastoral leadership.

Course Narrative & Rationale

The course is built upon the assumption that leaders make a difference in all organizations, including the church. This does not suggest that the pastor/leader is a dominant figure who “controls” everything the church says and does. It does imply that the leader is engaged in helping the ministry find its purpose and in moving it toward its stated objectives. Christian leaders are servant leaders who take their cues from Christ’s model of the first being last and the leader coming not to be served, but to serve. The class focuses on twelve leadership behaviors/competencies deemed to be essential for effective ministry.
Degree Objectives

Certain aspects of this course address all five M.Div. course objectives

Course Outcomes

At the conclusion of the course, the disciplined, serious student will be able to:

1. Understand that administrative leadership in the church is a ministry function and not an aside to “real ministry.” (M.Div. Objective 4) Achieved through readings, comprehension of the lectures, classroom dialogue, case studies, leadership interview, board meeting analysis, philosophy of ministry, and examination.

2. Articulate biblical and theological foundations for administration in the church. (M.Div Objectives 2 and 3) Achieved through readings, comprehension of the lectures, classroom dialogue, leadership interview, and examination.

3. Demonstrate a developing personal philosophy of ministry, particularly relating to administration, in light of the need of the church to meet the contemporary challenges of allocating and utilizing available resources in the 21st century. (M.Div. Objectives 4 and 5) Achieved through readings, comprehension of the lectures, and philosophy of ministry assignment.


5. Articulate the issues that distinguish leadership within the church from secular leadership while appreciating the similarities between the two. (M.Div. Objectives 3 and 4) Achieved through readings, comprehension of the lectures, classroom dialogue, case studies, board meeting analysis, leadership interview, and examination.

6. Comprehend and begin developing the twelve competencies expected of pastoral leaders. They include the minister as student, servant, person of moral character, shepherd, visionary catalyst, change agent, problem solver, delegator, team builder, planner, manager, and administrative overseer. (M.Div. objectives 1, 2, 3, 4, and 5) Achieved through readings, comprehension of the lectures, classroom dialogue, case studies, leadership interview, board meeting analysis, philosophy of ministry, and examination.

7. Leave NTS to lead congregations that are focused, organized, and resourced toward the fulfillment of their mission. (M.Div. objectives 4, and 5) Achieved through readings, comprehension of the lectures, classroom dialogue, case studies, leadership interview, board meeting analysis, philosophy of ministry, and examination.

Church of the Nazarene COSAC Competencies

The Church of the Nazarene has established competencies that must be met for Ordination within the denomination. The competencies that relate to this class are listed below. Other denominations and theological traditions will have similar objectives for ministerial preparation. Students from other denominations and theological traditions that require
additional competencies are encouraged to discuss the need to address these requirements with the professor.

1. Ability to identify the directives of the Manual of the Church of the Nazarene that pertain to the organization and ministry of the local church and to the responsibilities of the pastor at local and district levels. (CN-29)

2. Ability to explain the governance systems of the church at local, district and general levels. (CN-30)

3. Ability to write an integrative philosophy of ministry that will answer "why I do what I do when I do it". (CP-4)

4. Ability to provide oversight of one’s ministry using management skills including servant leadership, conflict resolution, and administration. (CP-5)

5. Ability to manage ministry resources of one’s ministry (time, human, financial, etc.) in a way consistent with a church’s size and characteristics. (CP-6)

6. Ability to conceive and articulate purpose, mission, vision, and to develop strategic plans in ways that strengthen a unified vision. (CP-7)

7. Ability to develop team building skills, identify and cultivate spiritual gifts, recruit volunteers, empower laity, diagnose and intervene in problems. (CP-8)

8. Ability to appropriately lead congregations in developing principles for biblical stewardship of life resources. (CP-9)

9. Ability to prepare, organize, and deliver a biblically sound basic scheme of administrative oversight in culturally appropriate ways, using appropriate techniques and skills. (CP-34)

10. Ability to develop and utilize existing ministry forms (such as facilities management and safety assessment, personnel development, basic recordkeeping, maintaining church policies, etc.) by which individuals, families, and congregations may be formed into Christlikeness. (CP-35)

11. Ability to assess and implement emerging approaches to administration in light of enduring theological (Bible, doctrine, philosophy) and contextual (history, psychology, sociological) perspectives. (CP-36)

**Required Texts & Course Materials**


**NOTE:** With the purchase of this text, a link is provided for taking a strengths assessment. Therefore, it is essential that you buy the book NEW rather than used or in electronic format because the link can only be used once.

### Course Outline

**INTRODUCTION** (Session 1)

**BIBLICAL AND THEOLOGICAL FOUNDATIONS** (Session 1)

**HISTORY OF LEADERSHIP** (Session 1)

**LEADERSHIP DEFINITIONS** (Session 2)

**DISTINCTIONS BETWEEN CHURCH AND SECULAR LEADERSHIP** (Session 2)

**DISCOVERING YOUR LEADERSHIP STRENGTHS** (Session 2)

**FINDING EFFECTIVE MINISTERS** (Session 2)

**THE MINISTER AS STUDENT** (Student of the Word and of life) (Session 3)

**THE MINISTER AS SERVANT** (Servant-based leadership) (Session 3)

**THE MINISTER AS A PERSON OF MORAL CHARACTER** (Ethical Leadership) (Session 4)

**THE MINISTER AS SHEPHERD** (Pastoral care and love of persons) (Session 4)

**THE MINISTER AS VISIONARY CATALYST** (Leader is inspirer of vision) (Session 5)

**THE MINISTER AS CHANGE AGENT** (Leading and managing change) (Session 5)

**THE MINISTER AS PROBLEM SOLVER** (Managing conflict in the church) (Session 6)

**THE MINISTER AS DELEGATOR** (Delegating without micromanaging) (Session 6)

**THE MINISTER AS TEAM BUILDER** (Working with paid staff and volunteers) (Session 7)

**THE MINISTER AS PLANNER** (Strategic planning, church and personal budgets) (Sessions 8 & 9)

**THE MINISTER AS MANAGER** (Human, fiscal, and physical resources) (Sessions 10 & 11)

**THE MINISTER AS ADMINISTRATIVE OVERSEER** (Reports, board meetings, etc.) (Session 12)

**COURSE WRAP-UP** (Session 13)

### Course Assignments & Requirements

1. **Class Participation and Attendance:**
   Students are expected to attend all class sessions and to be on-time. Students should come to class with appropriate reading completed so as to be better prepared to engage the topic of the session. (Course Outcomes 1-7 and COSAC Competencies 1-11)

2. **Reading:**
   Students are required to read the five texts by the assigned dates. Submit a book report using the format displayed in the book report guideline sheet attached. The reports may be submitted in person or through the Moodle assignment tool. Please do not submit work as an attached e-mail to my personal email account. (Course Outcomes 1-7 and COSAC Competencies 3-11)
3. **StrengthsFinder Instrument:**
Complete the StrengthsFinder tool that is part of the *Living Your Strengths* book. Be prepared to report to the class on the results during the class session in which this topic is discussed. (See the calendar later in the syllabus). (Course Outcomes 1-3, 5-7 and COSAC Competencies 3,4,6,7, and 11)

4. **Philosophy of Ministry:**
Submit a personal philosophy of ministry on the date listed in this syllabus. (It is assumed that each student in the class will have written a philosophy of ministry in earlier classes or during undergraduate work. This previous work may be submitted for this assignment, edited and/or re-written.) This assignment must be typed and no more than three pages in length. It should answer, in part, the question, “Why I do what I do when I do it.” It should be the kind of document you could present to a church or other religious organization that was considering you for a ministry assignment. (If you plan to pastor, it should reflect pastoral concerns; if you plan to be a staff member, it should reflect staff ministry concerns; if you plan to be a chaplain, it should reflect your thoughts about chaplaincy; etc.). Students are also to submit a revised personal philosophy of ministry toward the end of the course on the date listed later in this syllabus. Revisions to the original philosophy are to be noted in *italic type* and deletions noted with a *strikethrough*. At the end of the paper discuss in roughly 500 words what changes there are in the philosophy of ministry that have been brought about because of the discussions and learning of this class. The philosophy statements may be submitted in person or through the Moodle assignment tool. Please do not submit work as an attached e-mail to my personal email account. (Course Outcomes 1-7 and COSAC Competency 3)

5. **Leadership Case:**
Much of the course will concentrate on twelve leadership behaviors (competencies) expected of pastoral leaders. Each student is to select one of the competencies and write a 750 to 1000 word case study on the topic. It is preferred that the case come from your own experiences, but it may be fictional, if you wish. It must identify issues covered in the lecture and facilitate the class in developing the skill in question. Cases are due on the date on which the topic in question is being covered in class. (See the calendar later in the syllabus.) Bring enough copies to share with the entire class. The twelve competencies are: student, servant, person of moral character, shepherd, visionary catalyst, change agent, problem solver, delegator, team builder, planner, manager, and administrative overseer. More than one person may author a case as a group project with permission of the professor. Case topics are assigned on a first-come, first-served basis. Notify me ASAP with your topic choice. (Course Outcomes 1-3, 5-7 and COSAC Competencies 1-11)

6. **Board Meeting Analysis:**
Attend a Church Board meeting at your local church. Write a reflection paper on the experience and submit the report on the date listed. (See the calendar later in the
syllabus.) The report may be submitted in person or through the Moodle assignment tool. Please do not submit work as an attached e-mail to my personal email account. The report is to be eight to ten typewritten pages in length. It should use a standard research paper title page and begin with a paragraph describing the meeting particulars – when, where, who, how long the meeting lasted, etc. Please use titles for participants rather than personal names. Following this opening paragraph, the paper should have six clearly defined sections: (Course Outcomes 1-3, 5-7 and COSAC Competencies 1-11)

A. *Information for decision making* – analyze the agenda, reports from committees, reports from pastoral staff, treasurer’s report, etc., for clarity, usability, and integrity.

B. *Structures* – describe, analyze, and assess how the group organized itself to do its work. That is, did the group follow formal structure, proper parliamentary procedures, etc., or was the group more informal in its processes?

C. *Relationships* – assess interactions between pastor, staff members, and group members. Did everyone have opportunity to speak or did a few dominate the process?

D. *Effectiveness* – analyze the productivity or outcomes of the meeting in light of the agenda and other stated goals for the meeting.

E. *Theological Reflection* – evaluate the process and outcomes of the meeting in light of your Biblical and theological understandings of ecclesiology, spiritual leadership, uses of power, etc. How did what happened in this meeting contribute to the Mission of God?

F. *Recommendations* – suggest ways the meeting could be improved in light of the five areas of analysis listed above.

7. **Leadership Interview:**

   Interview a leader whom you consider to be “effective,” write a 3 page report on your findings. Submit the written report on the date listed. (See the calendar later in the syllabus.) The report may be submitted in person or through the Moodle assignment tool. Please do not submit work as an attached e-mail to my personal email account. (Course Outcomes 1-3, 5-7 and COSAC Competencies 3-11)

8. **Final Exam:**

   The final comprehensive experience will be a single essay that must be written within a two hour time period not before May 3 and not after May 6 at noon. The essay is to be written on the topic, “The Spiritual Ministry of Leadership and Administration” and should demonstrate the student’s understanding of theological and biblical foundations of pastoral leadership as well as provide evidence that the student is aware of the range of church administrative responsibilities. The essay should not exceed seven pages, typed, double spaced. The essay may be written at any location with books, notes, articles, etc, and, if desired, a skeletal outline. Please cite resources properly. DO NOT pre-write the essay prior to sitting down to complete this assignment. The exam may be submitted in person or through the Moodle assignment tool. (Course Outcomes 1-7 and COSAC Competencies 1-11)
NOTE: No credit will be given for late assignments unless arrangements have been made with the professor IN ADVANCE.

**Distribution of Student Learning Hours**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Face to Face Class Sessions</td>
<td>39</td>
</tr>
<tr>
<td>Reading</td>
<td>71</td>
</tr>
<tr>
<td>Writing</td>
<td>17</td>
</tr>
<tr>
<td>Other Assignments and Learning Activities</td>
<td>19</td>
</tr>
<tr>
<td>Exams &amp; Quizzes</td>
<td>5</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>151</strong></td>
</tr>
</tbody>
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**Method for Submitting Assignments**

All assignments are to be submitted via the Moodle software or to the classroom in hard copy. Cases should be sent to the Moodle site at least two days before the date of presentation so appropriate copies can be made.

**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**

No credit will be given for late assignments unless arrangements have been made with me IN ADVANCE.

**Course Grading**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation</td>
<td>100</td>
</tr>
<tr>
<td>Five Book Reports (40 points each)</td>
<td>200</td>
</tr>
<tr>
<td>Completion of StrengthsFinder Instrument</td>
<td>50</td>
</tr>
<tr>
<td>Initial Philosophy of Ministry</td>
<td>25</td>
</tr>
<tr>
<td>Revised Philosophy of Ministry</td>
<td>75</td>
</tr>
<tr>
<td>Leadership Interview</td>
<td>150</td>
</tr>
<tr>
<td>Reflection Paper on Board Meeting</td>
<td>150</td>
</tr>
<tr>
<td>Case</td>
<td>150</td>
</tr>
<tr>
<td>Examination</td>
<td><strong>100</strong></td>
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<tr>
<td><strong>TOTAL</strong></td>
<td><strong>1,000</strong></td>
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</tbody>
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PTH 715 Leadership in Contemporary Contexts, Spring, 2013
900 - 1000 points       A
800 - 899 points         B
700 - 799 points         C
600 - 699 points         D
Below 600 points         F

Grades on written assignments will be based 85% upon content, 5% upon form and style, and 10% on grammar and punctuation. Each grammatical and spelling error will reduce the grade by one half of one percent up to a maximum of a ten percent reduction.

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.

**Course Calendar**

1. **Session One – February 4**
   - Introduction to the Course and the Topic
   - Syllabus
   - Biblical and Theological Foundations
   - History of the Leadership Field

2. **Session Two – February 11**
   - Introduction to the Course (Continued)
   - Definitions
   - Secular and Church Leadership Distinctives
   - Interpreting the StrengthsFinder
   - Finding Effective Pastors

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DUE: Initial Philosophy of Ministry
StrengthsFinder Instrument

3. **Session Three – February 18**
   Leadership Behaviors
   - The Minister as Student
   - The Minister as Servant

   DUE: Winseman Reading Report
   Student Case, Servant Case

4. **Session Four – February 25**
   Leadership Behaviors
   - The Minister as a Person of Moral Character
   - The Minister as Shepherd

   DUE: Moral Character Case, Shepherd Case

5. **Session Five – March 4**
   Leadership Behaviors
   - The Minister as Visionary Catalyst
   - The Minister as Change Agent

   DUE: Berkley Reading Report
   Visionary Catalyst Case, Change Agent Case

6. **Session Six – March 11**
   Leadership Behaviors
   - The Minister as Problem Solver
   - The Minister as Delegator

   DUE: Problem Solver Case, Delegator Case

**March 18 Reading and Research Week**

7. **Session Seven – March 25**
   Leadership Behaviors
   - The Minister as Team Builder

   DUE: Cladis Reading Report
   Team Builder Case

8. **Session Eight – April 1**
   Leadership Behaviors
   - The Minister as Planner

   DUE: Planner Case

PTH 715 Leadership in Contemporary Contexts, Spring, 2013
9. **Session Nine – April 8**
   Leadership Behaviors
   The Minister as Planner  (Continued)

   **DUE:**  Carroll Reading Report

10. **Session Ten – April 15**
    Leadership Behaviors
    The Minister as Manager

    **DUE:**  Board Meeting Analysis
              Manager Case

11. **Session Eleven – April 22**
    Leadership Behaviors
    The Minister as Manager Continued

    **DUE:**  Kouzes and Posner Book Report
              Revised Philosophy of Ministry

12. **Session Twelve – April 29**
    Leadership Behaviors
    The Minister as Administrative Overseer
    Leadership Interview Reports

    **DUE:**  Administrative Overseer Case
              Leadership Interviews

13. **Session Thirteen – May 6**
    Course Wrap Up
    Leadership Interview Reports

    **DUE:**  Final Exam
Book Report

Student ___________________________ Date __________________

Book Title __________________________ Author __________________

Percentage of Book Read _________%

Thesis or Purpose: (One Paragraph of not more than 50 words)

Insight #1 Learned: (List)

(One Paragraph on how this will help you in ministry)

Insight #2 Learned: (List)

(One Paragraph on how this will help you in ministry)

Insight #3 Learned: (List)

(One Paragraph on how this will help you in ministry)

Quotes: (Give 5 quotes with page number and a couple of sentences explaining why you thought this quote was important.)