I. Course Description
An exploration of the roles, qualities, and skills of ministry leaders with a view toward personal, congregational, and community transformation. Special emphasis will be given to team-based leadership and people development, whether in the context of a local church, campus ministry, urban organization, or social agency.

II. Course Learning Outcomes
Upon completion of this course, the student will be able to:
   a. Explain the three dimensions of leadership. (Assignment six in the syllabus)
   b. Describe the key functions of an effective leader. (Assignment two in the syllabus)
   c. Demonstrate understanding of the basic components of “Bowen family systems theory.” (Mid-term exam)
   d. Demonstrate the ability to apply “Bowen family systems theory” to his or her life, family, and ministry. (Assignment three in the syllabus)
   e. Demonstrate understanding of the five characteristics of a “regressive society.” (Mid-term exam)
   f. Explain the necessity of deep change. (Assignment five in the syllabus)
   g. Demonstrate understanding of the eight-stage change process.
   h. Demonstrate a grasp of the four disciplines of transformational leadership. (Assignment seven in the syllabus)
   i. Demonstrate knowledge of the five practices of exemplary leaders. (Assignment six in the syllabus)
   j. Explain the five dysfunctions of a team. (Assignment six in the syllabus)
   k. Explain the connection of leading change with Family Systems Theory. (Assignment seven in the syllabus)

III. Texts and Course Schedule
Required Textbooks:


**IV. Course Requirements**

1. Class participation: Class participation will be based on the student’s attendance and participation in class, and his or her engagement with the subject matter.  
   
   **5%**

2. Students will prepare an expanded outline of the book *Unleashing the Power of the Rubber Bands* by Nancy Ortberg. The paper should be no more than eight pages. The expanded outline should include key headings, key ideas/concepts, key individuals discussed, and significant pieces of learning for you. Students should format the paper so that each of these four components is easily identifiable. The expanded outline is due on **June 3, 2015.**  
   
   **15%**

3. Students will write an informal two-page paper describing a moment in either their family or congregation where they applied Bowen family systems theory. The two-page paper is **due June 10, 2015.**  
   
   **10%**

4. Mid-term exam covering material from the book *Extraordinary Leadership* and class notes. The mid-term exam is open book, open note, and is a take-home exam. **Due June 15, 2015**  
   
   **20%**

5. Students will write a four-page summary paper describing the content of the book *Deep Change.* **Due June 17, 2015**  
   
   **5%**

6. Students will write a four-page paper covering key leadership ideas presented in class. The paper will include a paragraph describing each of the five practices of exemplary leaders and a section explaining the five dysfunctions of a team. **Due June 22, 2015**  
   
   **20%**

7. Students will write a final paper (a minimum of eight pages) covering material from the book *Leading Congregational Change* and class notes. **Due June 24, 2015**  
   
   **25%**

   1) Students will prepare and turn in an expanded outline of the book *Leading Congregational Change*. The outline should include all major points and significant minor points. Include a sentence or two of explanation where needed. An expanded outline is more than just short bullet points of the main ideas.

   2) Include a portion of the paper where you explain the connection of leading change to Family Systems Theory.

   3) Include a paragraph explaining the difference between, Mission, Vision, and Vision Path.

   4) Include a paragraph for each of the learning disciplines explaining them in your own words. Make sure you connect the explanation of the component with the discipline of the component.
5) Include at least three paragraphs describing significant places of learning for you, individually. These should be places of learning that you want to remember and refer to. Write the paragraphs in your own words. Identify these paragraphs with the phrase Key Learning for Me.

V. Student Workload Expectations
Class time – 32 hours
Reading – 41 hours
Written Assignments - 37
Mid–Term Exam – 10 hours
TOTAL = 120 hours

VI. Course Grading Scale - Grading criteria include, following the assignment (30%), compiling a paper or project with graduate-level content (50%), using proper grammar and writing techniques and adhering to correct formatting (20%). An “A” represents excellent work in all categories; “B” is good; “C” is fair; and “D” is poor. Plusses and minuses will be assigned as appropriate.

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VI. Classroom-related Academic Policies
A. Regular attendance and regular submission of assignments on due dates in the syllabus is expected. Each student must talk to the instructor about circumstances affecting his or her ability to attend class and complete assignments. A “T” will be noted in the attendance roster for students who develop a pattern (3 times) of missing up to half of a class session by either tardiness or early departure. Three “tardies,” as described above, will equal one absence. More than three absences (excused or unexcused) will result in a letter-grade reduction of the final grade and may result in failure of the course.

B. Work is expected on the due date. Late papers will receive no less than a one-letter grade reduction.

C. Turnitin.com
1. All written assignments are subject to required submission to www.turnitin.com to check for originality and style. The assignments that are required for submission will be described in the syllabus.
2. Students will create an account at www.turnitin.com. After doing so, the student will join the course page with the code and password supplied by the instructor. A list of assignments and due dates will be available on the course page.
3. Students will submit assignments by the due date and time and will be required to submit the assignments in a hard copy format as well.

D. Electronic Equipment Usage in Classrooms
It is expected that students will use technology (cell phones, laptop computers, iPads, etc.) during classes only for the purposes of class work. Therefore, students should turn off cell phones and refrain from texting and using laptop computers during classes except for the purposes of taking notes or doing research specifically...
authorized by the course instructor. Students who have emergency needs not covered by this policy must ask for an exception from the course instructor.

E. Please review the Academic Catalog for policies regarding Incompletes and Plagiarism. For more information on HGST and area Library Services, please download the Library Handbook from the HGST website.

VII. Notes for Writing Assignments

For MDiv, MASD, MAML, or MTS students: All writing assignments should conform to Kate Turabian, *A Manual for Writers of Term Papers, Theses, and Dissertations*, 8th Edition. This includes matters of style and format. The instructor requires the use of footnotes for documentation when more than one resource is cited. The student must number pages. According to Turabian, page numbers appear in the upper right hand corner, except on pages with major headings (titles). Margins should be one inch on all four sides, except where major headings (titles) require a two-inch top margin.

All students shall utilize 12-point Times New Roman font throughout. The instructor prefers that the student not use presentation or report binders or folders. She prefers submission of papers with staples or binder clips.

Critical, or formal, writing differs from colloquial writing or spoken English at several points. The student should note the following guidelines for critical writing. The instructor expects students to follow these guidelines strictly for academic-style assignments. Failure to do so will be penalized.

- Avoid first- or second-person references, both singular and plural (“I,” “we,” or “you”). Keep the written projects objective and professional. The student must remember that imperative forms are second person.
- Never use contractions.
- Avoid passive voice construction (i.e., The student should write “God chose Joshua” rather than “Joshua was chosen by God.”). Some exceptions are necessary, but limiting the use of passive voice is a good policy.
- Be sure that number and tense always agree (i.e., Do not write in one place that “Brueggemann argues . . .” and at another place “Brueggemann argued . . .”). Subject-verb agreement is imperative.
- Spellcheck! Spellcheck! Spellcheck!
- Grammar check works as well!
- All pronouns should have clear antecedents. Avoiding “it is” and “there is” in the paper removes much of the ambiguity of pronoun usage.
- Sentence fragments are unacceptable. Every sentence must have a subject and a predicate.
VIII. An Example of an Expanded Outline:

I. EMERGING CHURCHES, CREATING CHRISTIAN COMMUNITY IN POST MODERN CULTURE

A. Chapter 1 - A Brief Look at a Culture Between

1. **Key Concepts:**
   a. Churches in the United Kingdom and the United States seriously underestimate the need for cross-cultural training for those in their respective congregations. (Kindle Locations 115-116).
   
   b. The church must recognize that we are in the midst of a cultural revolution and that nineteenth-century (or older) forms of church do not communicate clearly to twenty-first-century cultures. (Kindle Locations 133-136).
   
   c. Important culture shifts that occurred are the transition from Christendom to post-Christendom and the transition from modernity to post-modernity.

2. **Key Individuals Discussed:**
   a. H. Richard Niebuhr (*Tell me why he is a key*)
   b. The Roman emperor Constantine (*Tell me why*)

3. **Key Learning for me:**
   The church must seriously study culture. This raises the missional question as to whether the church exists simply as a subculture or a counterculture or whether it can become truly cross-cultural in the sense of crossing into the broader culture through proclaiming the good news within that cultural context. (*Be very thorough with the key learning component.*)

B. Chapter 2 - What is the Emerging Church

1. **Key Concepts:**
   a. Emerging churches are missional communities arising from within postmodern culture and consisting of followers of Jesus who are seeking to be faithful in their place and time.
   
   b. The three core practices that combine to create the other practices are (1) identifying with the life of Jesus, (2) transforming secular space, and (3) living as community.
c. Emerging churches are communities that practice the way of Jesus within postmodern cultures. This definition encompasses the nine practices. Emerging churches (1) identify with the life of Jesus, (2) transform the secular realm, and (3) live highly communal lives. Because of these three activities, they (4) welcome the stranger, (5) serve with generosity, (6) participate as producers, (7) create as created beings, (8) lead as a body, and (9) take part in spiritual activities.

2. **Key Individuals Discussed:**
   a. Eddie Gibbs, (Tell me why)
   b. Dan Kimball,
   c. George Barna,

3. **Key Learning for me:**
   This chapter has taught me that man understood the issue as a generational problem, but then realized it was about something much bigger. Some experts could not understand why people were obsessing about a subgroup when an enormous epistemological shift was occurring.

C. **Chapter 3 - Identifying with Jesus**
1. **Key Concepts:**
   a. By emphasizing church as relationships, emerging church thinkers are advocating not inwardly focused huddles but rather multiple circles of relationships lived out in the wider community.
   
   b. The Missio Dei precedes the church, and so the issue is not where to bring or take God but to find God where he is working and to participate in redemption according to God-given skills and abilities.
   
   c. 

4. **Key Individuals Discussed:**
   a. N. T. Wright, (Tell me why)
   b. Dallas Willard,
   c. Brian McLaren
   d. David Bosch,
   e. Lesslie Newbigin

3. **Key Learning for Me:**
   a.