

Course Syllabus



Section 1: Course Information

Semester, Year

Fall 2019

Format

Masters' Executive Cohort

Course ID

PMIN 5333 1X

Course Title

Effective Leadership

College

Barnett College of Ministry and Theology

Prerequisites

None

Credit Hours

Three

Instructor

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Course Description

This course is designed to help expand your knowledge and application of various aspects of effective leadership. Personal reflection and assessment will be augmented by interaction on various leadership perspectives from multiple sources. A biblical perspective of leadership development and interaction with scriptural principles will be shared throughout the course.

Course Overview

This course assists the student in constructing solutions to various dilemmas through a practical theological framework. Students will find the information and exercises very helpful and applicable to both personal and professional decision-making and the establishment of a strong biblical foundation for times of change and transition.

Instructional and Learning Methods

The course will include various types of instructional and learning activities. Learning content will be facilitated using these instructional methods:

1. Lectures
2. Class discussion
3. Online resources and engagement
4. Video sessions
5. Reading and reflection assignments
6. Writing assignments

Course Materials

Required textbooks:

Kouzes, James and Barry Posner. *The Leadership Challenge: How to Make Extraordinary Things Happen in Organizations* (6th Edition). Jossey-Bass Publishing, 2017. 387 pages.

Lencioni, Patrick. *The Advantage: Why Organizational Health Trumps Everything Else in Business*. San Francisco: Jossey-Bass Publishing, 2012. 235 pages.

Substitute Book List: (If you have read either book, for credit or pleasure, please substitute one of the following books as part of your required reading.)

Kouzes, James and Barry Posner. *Christian Reflections on The Leadership Challenge*. Jossey-Bass, 2006. 176 pages.

Maxwell, John. *Leader Shift: The 11 Essential Changes Every Leader Must Embrace*. Harper-Collins, 2019. 275 pages.

Sinek, Simon. *Start with Why: How Great Leaders Inspire Everyone to Take Action*. Portfolio, 2011. 246 pages.

Collins, Jim. *Good to Great: Why Some Companies Make the Leap and Others Don't*. HarperBusiness, 2001.

Bossidy, Larry and Ram Charan. *Execution: The Discipline of Getting Things Done. Updated Edition*, Random House Business, 2011.

Disclaimer: The resources utilized in this course provide information, thoughts and insights that should encourage critical thinking on the part of the student. Please note as well that as an Assembly of God institution, Southeastern University does not necessarily endorse specific personal, religious, philosophical, or political positions found in these resources.

Course Topics

The purpose of this course is to introduce, reinforce, and measure learning on the following topics:

1. Core leadership competencies
2. Team building
3. Healthy cultural development
4. Key issues facing today's Christian leader
5. Practical theological application

Intended Learning Outcomes

As a result of reading, study, and assessments in this course, the student should be able to:

1. Understand the fundamental framework for transformational leadership as it applies to their specific ministry context.
2. Examine their current effectiveness as a leader and what areas need more immediate attention.
3. Define the core theological issues and identify the spiritual profile related to becoming a more effective leader.
4. Determine the most relevant indicators of a healthy organization and what steps are needed to increase the level of health within their leadership context.
5. Formulate and implement an intentional plan for confronting the most impactful deficiencies within their current ministry environment.

SEU Mission and Vision Statements

Mission Statement

Equipping students to discover and develop their divine design to serve Christ and the world through Spirit-empowered life, learning, and leadership.

Vision Statement

Southeastern University is anchored by Spirit-empowered education in a Christ-centered, student-focused learning community. Southeastern's global impact is marked by a deep commitment to transforming minds and engaging culture through the integration of faith, learning and service. Each student's divine design is nurtured and unleashed through the investment of faculty and staff, relationships within the community, the rigor of scholarship, diverse learning experiences and the discipline of spiritual formation, which propels students into a lifetime of serving the world in the Spirit of Christ.

In addition to our mission and vision statement, we hold fundamental truths about the Christian faith that include the following:

- The Scriptures are inspired by God and declare His design and plan for mankind.
- There is only one true God who is revealed in three persons: Father, Son and Holy Spirit (commonly known as the Trinity).
- Jesus Christ, as God's son, was both fully human and divine.

We are proud of our affiliation with the Assemblies of God and our Pentecostal tradition. We are also proud to be a welcoming community for students from all Christian backgrounds and denominations. Our campus includes many Baptists, Presbyterians, Methodists, etc., as well as nondenominational students. Everyone shares a strong commitment to knowing Christ and making Him known, and we celebrate our theological similarities while appreciating our differences.

Refer to [Human Sexuality](#) for additional details related to What We Believe.

Sexual & Gender-Based Discrimination Syllabi Statement

Southeastern University is committed to creating an environment for every student to thrive academically spiritually and socially. An aspect of creating this culture is providing avenues for students to discuss and report any activity that may compromise this commitment.

Under a federal law known as Title IX, "no person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving federal financial assistance" (Title IX of the Education Amendments of 1972).

While students should feel comfortable approaching faculty with issues they may be struggling with or concerns they may be having, students should know that all faculty and staff are required to report certain information about Sexual Misconduct and certain crimes to University administration, in order to help keep the University community safe, and to connect students to all of the resources and reporting options that are available.

For example, if you inform faculty or staff (in private or during class discussions) of an incident of Sexual Misconduct, that individual will keep the information as private as possible, but is required to bring it to the attention of the institution's Title IX Office. If a student would like to talk to the Title IX office directly, they can do so by e-mail at smpowell@seu.edu, by phone at 863-667-5236, or in person at Pansler U228. For more information about Title IX reporting options as well as confidential resources at Southeastern, please go to: <http://www.seu.edu/titleix>.

If you are struggling with an issue that is traumatic, unusually stressful, or results in disruptive behavior, faculty and staff will likely inform the Care Team. If students would like to reach out directly to the Care Team for assistance, they can do so at the Campus Counseling Center (<http://myseu.seu.edu/services/counseling-health-wellness-services/seu-care-team/>) located in Health Services in Smith Hall, by phone at 863-667-5205, or by e-mail at care@seu.edu.

CAMPUS RESOURCES

ADA SUPPORT SERVICES – 863-667-5283

COUNSELING SERVICES – 863-667-5205

STUDENT CONDUCT OFFICE – 863-667-5486

SAFETY & SECURITY OFFICE – 863-667-5190



Section 2: Course Policies

Grading Scale

The university's general grading scale is provided in the Academic Policies and Procedures section of the [Southeastern University Catalog](#). All online courses use the following scale:

Grade Letter Grade Percentage

A	94 – 100%
A-	90 – 93%
B+	87 – 89%
B	84 – 86%
B-	80 – 83%
C+	77 – 79%
C	74 – 76%
C-	70 – 73%
D+	67 – 69%
D	64 – 66%
D-	60 – 63%
F	0 – 59%

Late Work

Accepted up to one week past due date with one grade deduction.

Extra Credit

NONE ACCEPTED

Attendance Policy and Class Participation

Note: The standards below are for traditional, on-campus classes. More applicable instructions will be provided for this Executive Cohort experience.

Students are both expected and encouraged to attend classes regularly. Attendance means arriving on time and being present in class with allowable note-taking devices. The lack of attendance may affect a student's grade.

Specialized course requirements: NONE

Students are required to login to the online course platform and complete the Student Acknowledgement Quiz prior to the end of Drop/Add. Students who do not complete the quiz will be dropped from the course.

For web-based activities, the instructor will monitor student activity and participation through MyFIRE. Students are required to participate in all face-to-face and web-based class activities (such as discussion board posts and responses, chat, or conference sessions and group projects).

Students are expected to:

- Exhibit behavior that is respectful to faculty, fellow students, staff, and the facility.
- Arrive to class on time, actively participate, and remain in class for the designated period.
- Keep up with assigned readings and complete assignments on time.
- Contribute fully to team assignments.
- Spend a minimum of two hours outside of class studying for each hour of classroom time.

Official Email

You are expected to check your SEU webmail account **regularly** during the course term. All written correspondence between instructor and student must be handled through the SEU email system.

MyFire Use

You are expected to frequently check your MyFIRE account as messages, assignments, grades, and other important related materials may be posted. It is the student's responsibility to check grades and notify your instructor if you have questions. Do not wait until the last week of the course to contact the instructor with questions about the course tasks.

Technical Difficulties

Southeastern University is committed to providing a reliable online course system to all users. However, in the event of any unexpected server outage or any unusual technical difficulty that prevents students from completing a time-sensitive activity or assessment, students should report any problems to the instructor and also contact the 24x7 MyFIRE Support Center via the various links provided on every course homepage (available options: chat, email, phone).

Be sure your computer system complies with all SEU Technical Requirements. These requirements are listed within MyFIRE and a Browser Checker is provided under the "Need Help?" drop-down to ensure the browser you are using is compatible with MyFIRE.

Technical Support

If you have questions or need assistance, you can reach out to our 24/7 Support Center at [1-888-889-6599](tel:1-888-889-6599) or [click here](#) to submit a support ticket via email. *Note: Email response is within 24 hours. If immediate assistance is required, please contact support via phone/chat.* To chat LIVE! with a Support Representative, [click here](#).

Disability Statement

Southeastern University is committed to ensuring equal access to all educational activities, academic programs and services as defined in Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. The Office of Academic and Auxiliary Services coordinates accommodations for students with documented physical, learning, and/or psychological disabilities. To begin the process of requesting accommodations, please call 863-667-5283 or email adaservices@seu.edu.

Academic Honesty

Plagiarism is considered a serious academic offense at Southeastern. It undermines the educational process and violates the integrity of the community.

Plagiarism occurs when a writer (regardless of intent) uses someone else's language, ideas, or other original material without acknowledging its source.

Plagiarism includes unattributed use of any source, in any medium, published or unpublished. Work already submitted for a grade in another course may not be resubmitted unless the professor specifically states otherwise.

Some examples of plagiarism include:

- Quoting or paraphrasing material without attributing it to its source
- Copying segments from the work of others without giving proper credit
- Submitting as original work written entirely by someone else

Widely known facts do not require citation and do not count as plagiarism so long as they are communicated in the writer's own words. Ideas and observations original to the writer also do not require citation.

For more information, visit the SEU [Plagiarism page](#) on our website.

Course Evaluation

In order to help SEU to assess the effectiveness of our courses and instructors, all registered students must complete the course evaluation toward the end of the semester. **When you receive a course evaluation for this course, you are required to complete it.**

Official Withdrawal

The last day to officially withdraw from this course is October 29, 2019. Please consult the Registrar's Office for details prior to the withdrawal date.

Netiquette

Some courses require engagement with the online course platform. When utilizing the online course platform, students must demonstrate netiquette.

General Rules of Netiquette

- Make messages easier to read by making your paragraphs short and to the point.
- DO NOT SHOUT BY TYPING IN ALL CAPS.
- Utilize humor in appropriate forms. Avoid hostile, abusive, libelous, or rude comments. No vulgar, sexist, racist, biased, or other objectionable language will be tolerated.
- Reinforce others in the course (e.g., "Good presentation!" or "Thanks for the feedback."). Valid criticism is acceptably expressed in the form of thoughtful alternatives. Do not insult or "flame" others.
- Think twice and send once. The old carpenter adage to measure twice and cut once holds great value here. Once you send something not well-thought out you will find it difficult and time-consuming to recover. Think about what you want the group and the professor to think about you.
- Use spell-check and grammar-check. The little errors commonly accepted in email or text-messaging with friends and family are distracting and inappropriate in a college discussion forum.
- In an online discussion forum, debate is welcome, but be tactful in your responds. Remember there's a person (or whole class) at the receiving end of your post.
- If you quote a previous post (by using the reply function for example), quote only enough to make your own point.
- If you want to get in touch with only one person in the class, send a message to that individual's e-mail address, not to the entire discussion list.



Section 3: Course Schedule

The **Course Schedule** provides a listing of your work in this course. It is divided into three sections: Pre-Session, In-Session (Classroom meetings), and Post-Session.

The course instructor may adjust the schedule throughout the semester. Students will be notified of adjustments.

Withdrawal: The last day to withdraw from this course is October 29, 2019. Please consult the Registrar's Office for details prior to the withdrawal date.

COURSE REQUIREMENTS:

1. Pre-session: (08/21/19 – 09/22/19)

- a. **Read:** The two required textbooks from the "Course Reading" list should be read prior to the first class session. No books read previously should be counted toward the course reading requirement. Instead, select another book from the approved list as a substitute for the previously read book.
- b. **Key Articles:** Complete the reading of all articles and "white papers" listed in the "Activities and Assessments" tab (sub-tab "Assignments") within the *BrightSpace* course site.
- c. **Video Content:** Complete the viewing of each video teaching posted in the "Activities and Assessments" tab (sub-tab "Assignments") within the *BrightSpace* course site.
- d. **Write:** For each required textbook complete a "Reading Critique" paper of 3 pages summarizing the key ideas that you found most important, challenging, and/or enlightening. Be sure to follow the "critique guidelines" listed on page 14. Both book critiques are due on the last day of class, and **each critique** is worth **100 points**.
- e. **Write:** Complete a 5-page assessment of the "video teachings". Be sure to identify key content from each video that inspired, informed and/or intrigued you; and, how you intend to apply or implement specific content from the videos to your current ministry context. This assignment is due on the last day of class and is worth **200 points**.

2. During the session: (09/23/19 – 09/25/19)

- a. **Attendance:** Attend all course sessions;
- b. **Participation:** Participate in all classroom discussions, exercises, and assignments;

3. Post-Session: (09/29/19 – 11/30/19)

- a. **Read:** Complete the reading of all “new” articles and “white papers” listed in the “Activities and Assessments” tab (sub-tab “Assignments”) within the *BrightSpace* course site.
- b. **Write:** Complete a 5-page assessment of the assigned “articles and white papers”. Be sure to identify key content from each article that inspired, informed and/or intrigued you; and, how you intend to apply or implement specific content from the articles to your current ministry context. This assignment is due no later than **October 31, 2019** and is worth **200 points**.
- c. **Submit a potential research topic for approval.** This should consist of a topic, title, guiding statement (big idea), list of 10-15 “potential” resources, and a brief (400-500 word) overview of the paper’s focus and desired outcome(s). The deadline for this assignment is **October 8, 2019**.
- d. **Final Project:** Choose a major leadership challenge you are currently facing, or one that is in the near future, and write an 18-20 page “research supported” paper that follows the guidelines listed on pages 15-16. The paper should identify and address significant challenges related to the topic, reflect on insights from some of the major literature in the area, and apply desired outcomes to your ministry context. Supporting endnotes and a bibliography (with at least 10 sources cited) are required. The deadline for this assignment is **November 15, 2019** and is worth **400 points**.

All written assignments are to be typed, double-spaced, represent high-quality, original, graduate-level work, and follow the *Turabian* style manual, 9th edition.

All assignments must be uploaded to the BrightSpace site and the Final Project must have a title page that includes final paper title, name, course number and title, and date.



Section 4: Selected Bibliography

- Bailey, Boyd. *Learning to Lead Like Jesus: 11 Principles to Help You Serve, Inspire, and Equip Others*. Harvest House Publishing, 2018. 240 pages.
- Blanchard, Kenneth (ed.). *Servant Leadership in Action: How You Can Achieve Great Relationships and Results*. Berrett-Koehler Publishers, 2018.
- Bolsinger, Todd. *Canoeing the Mountains: Christian Leadership in Uncharted Territory*. IVP Books, 2018. 272 pages.
- Bossidy, Larry and Ram Charan. *Execution: The Discipline of Getting Things Done. Updated Edition*, Random House Business, 2011.
- Bridges, William. *Managing Transitions. Making the Most of Change*. 3rd ed. Philadelphia, PA. De Capo Press, 2009.
- Chapman, Gary and Paul White. *The 5 Languages of Appreciation in the Workplace: Empowering Organizations by Encouraging People*. Northfield Publishing, 2019.
- Cloud, Henry. *Boundaries for Leaders: Results, Relationships, and Being Ridiculously in Charge*. HarperCollins Publishers, 2013. 227 pages.
- Collins, Jim. *Good to Great: Why Some Companies Make the Leap and Others Don't*. HarperBusiness, 2001.
- Collins, Jim. & J.I. Porras *Built to Last: Successful Habits of Visionary Companies*. New York: Harper Business, 1997.
- Crabb, Larry. *Encouragement: The Unexpected Power of Building Up Others*. Zondervan Publishing, 2013.
- Greiser, Randy. *The Culture Question: How to Create a Workplace Where People Like to Work*. Achieve Publishing, 2019. 240 pages.
- Hartwig, Ryan and Warren Bird. *Teams That Thrive: Five Disciplines of Collaborative Church Leadership*. IVP Books, 2015.
- Heath, Chip & Dan Heath. *Switch; How to Change Things When Change is Hard*. New York. Broadway Books, 2010.
- Kotter, John P. *Leading Change*. Boston: Harvard Business School Press, 2012.

Kouzes, James and Barry Posner. *Christian Reflections on The Leadership Challenge*. Jossey-Bass Publishing, 2006. 176 pages.

_____. *Encourage the Heart: A Leader's Guide to Recognizing and Rewarding Others*. Jossey-Bass, 2003. 224 pages.

Lencioni, Patrick. *Silos, Politics and Turf Wars: A Leadership Fable About Destroying the Barriers That Turn Colleagues into Competitors*. San Francisco: Jossey-Bass, 2006.

_____. *Death by Meeting: A Leadership Fable... About Solving the Most Painful Problem in Business*. Jossey-Bass Publishing, 2004. 260 pages.

Maxwell, John. *Leader Shift: The 11 Essential Changes Every Leader Must Embrace*. Harper-Collins, 2019. 275 pages.

Miller, Rex & Phillip Williams. *The Healthy Workplace Nudge: How Healthy People, Culture, and Buildings Lead to High Performance*. Wiley Publishing, 2018. 320 pages.

Nieuwhof, Carey. *Didn't See It Coming: Overcoming the Seven Greatest Challenges That No One Expects and Everyone Experiences*. WaterBook, 2018. 224 pages.

Pink, Daniel. *Drive: The Surprising Truth About What Motivates Us*. Riverhead Books, 2011. 268 pages.

Rogelberg, Steven G. *The Surprising Science of Meetings: How You Can Lead Your Team to Peak Performance*. Oxford University Press, 2019. 192 pages.

Senge, Peter M. *The Fifth Discipline: The Art & Practice of the Learning Organization*. New York: Currency Doubleday, 1990.

Sinek, Simon. *Start With Why: How Great Leaders Inspire Everyone to Take Action*. Portfolio, 2011. 246 pages.

_____. *Leaders Eat Last: Why Some Teams Pull Together and Others Don't*. Portfolio, 2017. 368 pages.

Vanderbloemen, William. *Culture Wins: The Roadmap to an Irresistible Workplace*. Savio Republic, 2018. 240 pages.



Book Critique Guidelines

PMIN 5333 Effective Leadership

1. **Write in first person** - "I believe...I thought... etc."
2. **Length** – 3 full pages, double-spaced, 12 point "Times New Roman" font. The paper can be over or under by no more than 5 lines without receiving a deduction.
3. **Format** – Submit in Microsoft Word. Margins are crucial. Be sure to use standard margin format. Place your information at the top right-hand corner of the first page (name, course title, and date), the name of the book centered on the page, double-space, and start typing. No big spaces, no cover pages, etc.
4. **Content** - Share what struck you as being significant, life-impacting, and revelatory. Do not get "devotional" (lengthy personal stories). Stick to the point and critique its impact on your life and thinking.
5. **Big Ideas** – This is a "critique" and NOT a Book Review; a critique is a critical review that provides points of personal significance that represents an honest analysis of key issues found in the book. Only share 3 or 4 Big Ideas, otherwise you will not be able to cover them as completely as needed. The ideas should be central to the overall theme of the book, not nuances, but core ideas that impacted your thinking.
6. **References from the book** - No footnotes or endnotes. Simply add the page number in parenthesis at the end of your reference or quote. Do not use direct quotes unless the book makes a "significant statement" that you must quote exactly to share the thought or idea. No more than 7 or 8 references from the book.
7. **Submission of your paper** – Each critique should be submitted separately. Do not print this paper and submit it in person. Instead, upload it to the **BrightSpace** site.

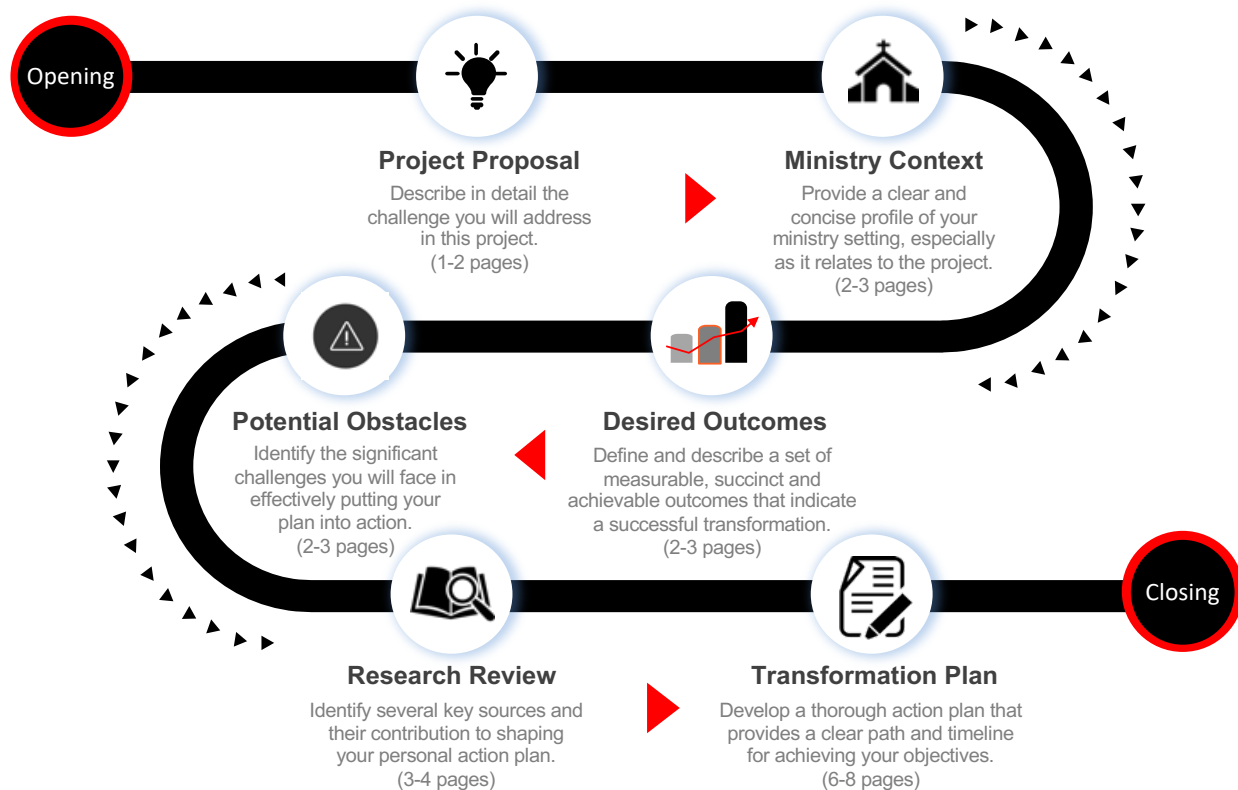
Revised 02.12.19 jhs

Effective Leadership Final Project

Each student will complete a “Final Project” for the course during the “Post-session”. Select a major leadership challenge you are currently facing, or one that is in the near future, and write an **18-20 page** “research supported” paper that follows the detailed outline below. The paper should identify and address significant challenges related to the topic, reflect insights from some of the major literature in the area, and apply desired outcomes to your ministry context. Supporting footnotes and a bibliography (with at least 10 sources cited) are required.

There are six core components that need to be included, in sequential order, within the Final Project. Further details related to the paper will be shared during class. Here is a brief description of each core component:

1. **Project Proposal:** Describe in detail the challenge you will confront in this project. (1-2 pages)
2. **Ministry Context:** Provide a clear and concise profile of your ministry setting, especially as it relates to the project. (2-3 pages)
3. **Desired Outcomes:** Define and describe a set of measurable, succinct and achievable outcomes that indicate a successful transformation. (2-3 pages)
4. **Potential Obstacles:** Identify the significant challenges you will face in effectively putting your plan into action. (2-3 pages)
5. **Research Review:** Identify several key sources and their contribution to shaping your personal action plan. (3-4 pages)
6. **Transformation Plan:** Develop a thorough action plan that provides a clear path and timeline for achieving your objectives. (6-8 pages)



Sample Project Concept “Outline”

- 1. Project Proposal:** Develop a high functioning Senior Leadership Team
(What I Intend to Do)
- 2. Ministry Context:** Senior Pastor at Yahoo Church
(Where I Intend to Do It)
- 3. Desired Outcomes:** Identifying 3-5 specific outcomes
(What It Should Look Like When I’ve Done It)
- 4. Potential Obstacles:** Identifying 3-5 possible obstacles
(What Can Keep Me from Doing It)
- 5. Research Review:** Identifying 5-7 significant resources
(Who Has Helped Me Work Through It)
- 6. Transformation Plan:** A detailed strategy for achieving the desired outcomes
(How I Will Achieve It)