LEADERSHIP IN THE CHURCH
GTHEO 7347-050
Winter 2015

This syllabus is a draft. The instructor may make minor corrections or changes before the first class. After the beginning of the class, the instructor and participants may mutually negotiate changes to the syllabus in order to better meet learning goals of the participant and their program.

Location: 1MS25

Meeting Times: Wednesdays 6-9 pm, January 7 to April 8/1

Textbooks (available from Amazon)


Required Reading (available from Amazon)


Course Description:

To say that the church is changing is to repeat the obvious. In the church of the 21st century leadership needs to change in order to meet the challenges of the context of ministry. This course will provide religious leaders theological basis for the analysis and practice of ministry to lead communities of faith in their present and changing contexts.

Learning Outcomes

By the end of this course students should be able to:

1. Identify and understand their own leadership style.
2. Summarize and articulate how various leadership styles are operational in communities of faith.
3. Exegete a congregation in order to understand the congregation’s context and its future.

Personal Learning Objectives

1. _____________
2. _____________
(to be discussed in the first class)

**Program Learning Outcomes**

The learning outcomes of this course (see above) contribute to the learning outcomes of the M.Div. program. The M.Div. is a professional degree that prepares students for the practice of a variety of ministries. Since church leadership is foundational for the practice of ministry, learning outcomes contribute to the following program outcomes of the M.Div.

The students will develop the ability to identify for themselves their leadership skills thus gaining self-understanding and to develop the interpersonal skills necessary to work collaboratively with others. (program outcome number 3).

The students will demonstrate through the written presentation of a case study and a research paper their ability to articulate the contextual nature of ministry to discern the social signs of the times with an awareness of the pluralistic contexts of Winnipeg and Turtle Island. (program outcome number 2)

**Course Requirements and Weighting of Assignments**

Class Participation: Students are expected to attend class and participate in discussion. In addition students will expected to lead class discussions on two different readings that will be determined on the first day of class. 15%

Reflection Paper: During the course, students will be asked to complete questionnaire that helps, identify leadership skills and styles. Students will be asked to write a short paper (3-5 pages) reflecting on two areas: 1: What about their understanding of leadership was confirmed and what was new? 2: How do they perceive these learnings will impact their leadership? 15%

Case Study: Students will read and be prepared to discuss the book *Take This Bread*. Using this as a case study, students will write a short paper (3-5 pages) on leadership as it pertains to this case. (An outline of expectations will be handed out in advance.) 20%

Final Paper: The students will be required to submit a research paper (15-20 pages) that will describe a strategy for change in a particular congregation/community of faith. The paper will provide an exegesis of the congregation, through a description of its history, its theology, its missiology and its context. Based on this work, students will develop a vision for the congregation’s future and the type of leadership strategy necessary to the implement that vision. 50%
**Due Dates:** Will be discussed during the first class.

**Grade Scale**

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<th>Letter Grade</th>
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<th>Letter Grade</th>
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<tbody>
<tr>
<td>A+</td>
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<td>B+</td>
<td>78-80</td>
<td>C+</td>
<td>68-70</td>
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<tr>
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<td>B</td>
<td>74-77</td>
<td>C</td>
<td>60-67</td>
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<td>81-83</td>
<td>B-</td>
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<td>N/A</td>
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**Schedule of Topics and Readings**

**NB:** All topics on this schedule may not be covered. Readings may be changed or added to during the course in order to meet the interests and learning needs of participants.

January 7:  Introduction to the course: Leadership Defined and Described
            Review of Syllabus, Outcomes, Assignments
            Reading: Akerlund article (to be emailed to students before first class)

January 14: The Skill and Style of Leadership
            Reading: Robinson pp.1-60
            Francis article to be handed out at previous class.

January 21: The Path-Goal Theory of Leadership

January 28: Authentic Leadership

February 4: Team Leadership

February 11: Women in Leadership

March 4: Missional Leadership
            *Take This Bread: A Case Study*

March 11: Congregations, Culture, and Context: Exegeting the Congregation

March 18: Culture and Leadership

March 25: Polity as Agent of Change

April 1: A Model for Change in the Church
            Webinar with Chris Corregan
April 1:

April 8: Leadership Ethics

Form and Style in Academic Writing

Normally papers submitted for evaluation should be produced with a word processing program and have footnotes and bibliography in Chicago Style as set forth in Kate L. Turabian, *A Manual for Writers of Research Papers, Theses, and Dissertations: Chicago Style for Students and Researchers* (8th ed). I strongly recommend you read and reread the opening chapters on the research and writing of academic research papers as you write papers for this and other classes, and refer frequently to the format for footnotes and bibliographic entries.

The policy of The United Centre for Theological Studies is to encourage inclusive language in classroom discussions and academic writing. Inclusive language is that which does not discriminate based on characteristics of gender, sexual orientation, age, race, ethnicity, disability, religion, or minority.

Academic Policies

Cheating or plagiarism can have serious consequences from a lower or failing grade in a class to expulsion from the University. Students should familiarize themselves with the University of Winnipeg’s policies on appeals and academic misconduct such as plagiarism or cheating (The United Centre for Theological Studies Calendar, pp. 22–25). If you have any questions about what might constitute plagiarism or cheating, or would like additional resources, please contact the instructor.

Withdrawal

The final date for withdrawal without academic penalty is March 3rd. A student who is considering withdrawing from the course is requested to speak with the instructor and check the last date to withdraw without academic penalty in the calendar or by contacting the Graduate Studies—Student Services office at (204) 786-9466. To withdraw from a course students must notify the Graduate Studies—Student Services office in person (form available), in writing or by facsimile as a signature is required.

Accessibility Services and Resource Centre

If you have a disability, please register with Accessibility Services and contact them to discuss their services and academic accommodations for disabilities. More information and contacts are available on-line at [http://www.uwinnipeg.ca/accessibility-services/](http://www.uwinnipeg.ca/accessibility-services/). All information about disability is confidential.

Security and Community Ambassador Services

The phone number for UW security guards is 6666 on campus and 786-6666 off campus. In emergencies, police, fire, and ambulance services can be reached by dialing 8-911 on campus.
During the fall and winter there are Safe Walk and Safe Ride programs. Both can be contacted by phoning 9272 on campus and will escort faculty, staff, and students to their cars. More information and a personal safety brochure are available at www.uwinnipeg.ca/index/security-index. The UW Security & Community Ambassador Services seeks to guarantee the safety of students, faculty, staff, visitors and other users of University of Winnipeg facilities, while preserving a philosophy of unhindered community access.

SELECTED BIBLIOGRAPHY


Davies, Mervyn, Graham Dodds. Leader in the Church for a People of Hope. London and New York: T and T Clark, 2011.


Mumford, M.D., Connelly, M.S. Leaders as Creators: Leadership Performance and Problem Solving in Ill-defined Domains, Leadership Quarterly, 2, 289-315.


