

Course: BU-613M & BU-613MN Biblical Leadership
Credit: 3 Semester Hours
Semester: Fall 2020, Cycle 1
Time: Class meets four times: R 7/23, F 7/24, Sa 7/25;
Course in session: July 6 – August 14, 2020
Acquire books and complete assignment before our first meeting 7/23!
Thursday night: 06:00 p.m. to 9:00 p.m.
Friday: 8:30 a.m. to 4:00 p.m.
Saturday: 8:30 a.m. to 4:00 p.m.
Instructor: STAFF
E-mail:
Phone:

I. DESCRIPTION

This course is designed to challenge graduate students to examine and to apply biblical leadership to all of their processes. Leadership is a process and not merely a role. Students will learn to evaluate this process from a biblical viewpoint and to choose Christ-honoring influence processes.

This is a blended class, meaning that both campus and online students take this class together. Campus students attend the classes in person, online students attend the classes via the online classroom. All interaction and assignments for campus and online students are done in the online classroom.

* The instructor reserves the right to make changes to this syllabus at any time during the course, but any changes made will only be done after clearly communicating the need for the change and the specific change to be made via in-class announcement and Canvas announcement.

II. OBJECTIVES

A. General competencies to be achieved. You will:

1. Describe distinctions of biblical leadership from other systems and continually develop a leadership plan that implements those differences.

- a. Program Objectives 5
- b. Assignments a, b, c, d
2. Compare leadership and behavior theory using biblical models.
 - a. Program Objectives 2 & 3
 - b. Assignments a, b, c, d
3. Appraise and determine organizational needs and the appropriate leader reaction.
 - a. Program Objective 1
 - b. Assignments a, b, c, d
4. Design basic systems to streamline employee and volunteer followership.
 - a. Program Objectives 3 & 4
 - b. Assignments a, b, c, d

B. Specific competencies to be achieved. You will:

1. Formulate a reaction plan for organizational influence.
 - a. Program Objectives 3, 4, & 5
 - b. Assignments c
2. Integrate basic steps needed for change.
 - a. Program Objective 4
 - b. Assignments a, d
3. Formulate reward systems appropriate to specific types of organizations.
 - a. Program Objectives 1 & 2
 - b. Assignments a, b, c, d
4. Envision the future of leadership in student's ministry and/or workplace.
 - a. Program Objective 5
 - b. Assignments a, b, c, d

III. REQUIREMENTS

- A. Attendance of all classes or viewing/listening to all recorded lectures.
- B. Read text, complete assignments on time, and participate in class discussion and activities.
- C. Completion of course materials according to the prescribed schedule detailed in the Canvas Learning Environment.
- D. Complete final exam.
- E. Course Policies:

Students with disabilities have the responsibility of informing the DSS Coordinator (dss@calvary.edu) of any disabling condition that may require support.

Plagiarism is defined as copying any part of a book or paper without identifying the author. This also includes taking another person's ideas and presenting them as your own. This instructor uses software that detects plagiarism.

Organization Development students write papers according to the *Publication Manual of the American Psychological Association*, Seventh edition (APA Manual). The instructor suggests that students acquire the manual or resources to produce correct formatting.

The Clark Academic Center (learning@calvary.edu) is dedicated to providing free academic assistance for Calvary University students. Student tutors aid with all facets of the writing process, tutor in various subject areas, prepare students for exams and facilitate tests. Please take advantage of this service.

Late coursework submissions will have a 10% deduction. Work submitted more than one week late will be reduced 5% for each day beyond one calendar week. Students are encouraged to submit work on time.

IV. METHODS

- A. Lecture
- B. Reading assignments
- C. Written Assignments
- D. Student Participation – Online Discussion forum
- E. Final Paper – *Leadership Plan*

V. MATERIALS (Required)

- A. The Holy Bible, www.biblegateway.com, Price: \$0
The Bible is a required textbook in every course at Calvary University. To facilitate academic level study, students are required to use for assignments and research an English translation or version of the Bible based on formal equivalence (meaning that the translation is generally word-for-word from the original languages), including any of the following: New American Standard (NASB, English Standard Version (ESV), New King James (NKJV), or King James (KJV). Other translations and versions based on dynamic equivalence (paraphrases, and thought-for-thought translations like NLT and NIV) may be used as supplemental sources. Please ask the professor if you have questions about a particular translation or version.

B. Other Textbooks:

Blackaby, H., & Blackaby, R., (2011). *Spiritual leadership: Moving people on to God's agenda*. Nashville, TN: Broadman & Holman. ISBN: 978-1433669187. Retail Price: \$12.11.

Kotter, J. (1996/2012). *Leading change*. Harvard Business Press. ISBN: 978-1422186435. Retail Price: \$27.95.

Wren, J. Thomas. (1995). *The leader's companion: Insights on leadership through the ages*. NY, NY: The Free Press. ISBN: 978-0028740911.
Retail Price: \$15.03.

VI. **COURSE ASSIGNMENTS – Read Carefully!! Students are advised to begin assignments well before the due dates.**

a. Students are to read course texts. However, (1) *Spiritual Leadership: Moving People on to God's Agenda*; and, (2) *Leading Change* must be read first. Students must write a reflection/interaction on both texts. It is recommended this reflection include some (not all) of the meaningful content the student found while reading each book. Choose a subject or topic useful to the student's current leadership role(s). For this assignment, please use titles and subheadings to promote organized themes. As a guide, students should expect to write approximately 2,000 + words of total text for each these two books. Students may write more. (Word count may be checked by highlighting your text and selecting [Review] [Word Count] in older versions of Word). This is intended to guide the student's academic effort rather than as an absolute standard; however, reflection papers below the minimum word count are not thorough enough. **See Canvas for Due Dates.**

b. Next, read the following sections (there are multiple articles in each section) from *The Leader's Companion: Insights on Leadership Through the Age:*

Part I

Part IV

Part VI

Part IX

Part X

Choose a specific leadership topic of your personal interest from the assigned Parts. These assigned parts include a variety of authors. (Please

check the Table of Contents, if you unsure about the contents of the assigned Parts.) Write a 1,750 to 2,500 word paper that compares and contrasts the widely varied views about a “topic of your personal interest” from the readings. Students must also compare and contrast these authors to the biblical view. When quoting the thoughts and ideas of others, PLEASE BE SURE TO CITE AUTHORS FOR TO ENSURE CLARITY & TO AVOID PLAGIARISM. In the conclusion of this assignment, the student may, if desired, compare the final analysis with the Blackaby leadership reading from the previous assignment (a.). Students may write more than the 2,500 word count, if he/she feels the need to write more. (Word count may be checked by highlighting your text and selecting [Review] [Word Count]). The word count is intended to be a guide rather than an absolute standard; however, reflection papers below the minimum word count are not thorough enough. **Assignment due: July 31, 2020.**

- c. Student Participation – Engage in discussion questions found in Canvas Forum online. Students must participate in discussion questions weekly. Students must answer instructor’s questions at a minimum to receive any credit. For full credit, students must respond to classmate posts too. Students should post at least three times a week while class is in session. Class size may adjust these requirements. **Assignment due: weekly** (*Look for the first discussion question to be posted the week before the class starts*) **First response is due July 13, 2020.**
- d. **Prepare a personal leadership plan.** As a minimum this written assignment will be 3,000 words containing at least five sources. Throughout your paper, make clear references to the origins of your learning by citing references as appropriate. DO NOT PLAGIARIZE. Recommended: This plan should be reviewed by the student post-course for reflection and revision. **Assignment due: August 14, 2020**

VII. TENTATIVE CLASS SCHEDULE

Date/Week	Class Topic Description
1st Day	<ul style="list-style-type: none"> • Course Introduction • Christian Leadership vs Biblical Leadership • Leadership Model(s)
1st Day	<ul style="list-style-type: none"> • Biblical Leadership • What is Influence?

	<ul style="list-style-type: none"> • Important Conversations
2nd Day	<ul style="list-style-type: none"> • Leading Change • Organizational Communication Theory • The Wisdom of Teams
2nd Day	<ul style="list-style-type: none"> • The Effect of Words, Leading, & Conflict • Ethics • Applied Influence to Leadership Models
2nd & 3rd Day	<ul style="list-style-type: none"> • Survey of biblical leadership scholarship • Special Issues
3rd Day	<ul style="list-style-type: none"> • Additional Models of Leadership • Compare/contrast Biblical Leadership • More Important Conversations

VIII. Course Grading

Text Reading Reflections (2) - a	40%
Critical Evaluation Paper - b	15%
Discussion Questions - c	10% (late participation downgraded)
Final Paper, Leadership Plan - d	35%

IX. BIBLIOGRAPHY (Works cited during lectures)

Avolio, B. J., & F. J. Yammarino (2002), *Transformational and charismatic leadership: The road ahead*. Bingley, UK: Emerald Group Publishing Limited.

Bolman, L. & Deal, T. (1984). *Modern approaches to understanding and managing organizations*. San Francisco: Jossey-Bass.

Burns, J. M. (1978). Transactional and transforming leadership. In J. T. Wren (Ed.) (1995), *The leader's companion: Insights on leadership through the ages* (pp. 100-101). New York: The Free Press.

Chemers, M. (1984). Contemporary leadership theory. In J. T. Wren (Ed.) (1995), *The leader's companion: Insights on leadership through the ages* (pp. 83-99). New York: The Free Press.

Clawson, J. (2006). *Level three leadership: Getting below the surface* (3rd Ed.). Upper Saddle River, NJ: Pearson Prentice Hall.

Couto, R. A. (1993). The transformation of transforming leadership. In J. T. Wren (Ed.) (1995), *The leader's companion: Insights on leadership through the ages* (pp. 102-107). New York: The Free Press.

Day, D. (2000). Leadership development: A review in context. *Leadership Quarterly*, 11(4), pp. 581-613.

Goleman, D. (1995). *Emotional intelligence: Why it can matter more than IQ*. New York: Bantam.

Greenleaf, R. (1977). *Servant leadership*. Mahwah, NJ: Paulist Press.

Hill, A. (2008). *Just business: Christian ethics for the marketplace*. (2nd Ed.). Downers Grove, IL: InterVarsity Press.

- Hughes, R., Ginnett, R., & Curphy, G. (2012). *Leadership: Enhancing the lessons of experience*. (7th ed.) NY: McGraw-Hill.
- Katzenbach, J. (2006). *The Wisdom of Teams* (2nd Ed.). New York, NY: HarperCollins Publishers.
- Kubicek, Jeremie. (2011). *Leadership is dead: How influence is reviving it*. New York, NY: Howard Books.
- May, S. & Mumby, D. (2005). *Engaging Organizational Communication Theory & Research*. Thousand Oaks, CA: Sage Publications.
- Patterson, K, Grenny, J, McMillan, R, & Switzler, A. (2002). *Crucial conversations: Tools for talking when stakes are high*. New York, NY: McGraw-Hill.
- Pfeiffer, J. W., & Jones, J. E. (1974). *A handbook of structural experiences for human relations training, vol. 1* (revised). San Diego, CA: University Associates Press.
- Rhoades, L., Eisenberger, R., & Armeli, S. (2001). Affective commitment to the organization: The contribution of perceived organizational support. *Journal of Applied Psychology*. 86(5), p. 825-836. doi: 10.1037//0021-9010.86.5.825.
- Segal, J. (1997). *Raising your emotional intelligence: A practical guide*. NY: Henry Holt.
- Tripp, P. (2000). *War of words: Getting to the heart of your communication struggles*. Phillipsburg, NJ: P & R Publishing Company.
- Tsui, A., & Ashford, S. (1994). Adaptive self-regulation: A process view of managerial effectiveness. *Journal of Management*. 20, pp. 93-121.
- Yukl, G. (2012). *Leadership in organizations*. (5th ed.). Upper Saddle River, NJ: Prentice Hall.

RUBRIC FOR THE EVALUATION OF WRITTEN ASSIGNMENTS

CRITERIA	NEEDS IMPROVEMENT Minimum Points	SATISFACTORY Medium Points	EXCEPTIONAL Maximum Points
CONTENT 75%	<p>The writer does not demonstrate cursory understanding of subject matter, and/or the purpose of the paper is not stated clearly. The objective, therefore, is not addressed and supporting materials are not correctly referenced.</p> <p><i>48.9 or FEWER POINTS</i></p>	<p>The writer demonstrates limited understanding of the subject matter in that theories are not well connected to a practical experience or appropriate examples, though the attempt to research the topic is evident, and materials are correctly referenced.</p> <p><i>49 to 65.9 POINTS</i></p>	<p>The writer demonstrates an understanding of the subject matter by clearly stating the objective of the paper and links theories to practical experience. The paper includes relevant material that is correctly referenced, and this material fulfills the objective of the paper.</p> <p><i>66 to 75 POINTS</i> Grade:</p>
ORGANIZATION Including Readability & Style 20%	<p>Paragraphs do not focus around a central point, and concepts are disjointedly introduced or poorly defended (i.e., stream of consciousness).</p> <p>The writer struggles with limited vocabulary and has difficulty conveying meaning such that only the broadest, most general messages are presented.</p> <p><i>15.9 or FEWER POINTS</i></p>	<p>Topics/content could be organized in a more logical manner. Transitions from one idea to the next are often disconnected and uneven.</p> <p>Some words, transitional phrases, and conjunctions are overused. Ideas may be overstated, and sentences with limited contribution to the subject are included.</p> <p><i>16 to 18.9 POINTS</i></p>	<p>The writer focuses on ideas and concepts within paragraphs, and sentences are well-connected and meaningful. Each topic logically follows the objective and the conclusion draws the ideas together.</p> <p>The reading audience is correctly identified, demonstrated by appropriate language usage (i.e., avoiding jargon and simplifying complex concepts). Writing is concise, in active voice.</p> <p><i>19 to 20 POINTS</i> Grade:</p>
FORMAT 4%	<p>The paper does not conform to Turabian or APA style. Students must use one or the other correctly.</p> <p><i>0 POINTS</i></p>	<p>The paper does not conform completely to Turabian or APA style (e.g., margins, spacing, pagination, headings, headers, citations, references, according to the appropriate style guide).</p> <p><i>Up to 2 POINTS</i></p>	<p>The paper is correctly formatted to style (e.g., margins, spacing, pagination, headings, headers, citations, references, according to the <i>appropriate style guide</i>).</p> <p><i>2.1 to 4 POINTS</i> Grade:</p>
GRAMMAR, PUNCTUATION, & SPELLING 1%	<p>The writer demonstrates limited understanding of formal written language use; writing is colloquial (i.e., conforms to spoken language). Grammar and punctuation are consistently incorrect. Spelling errors are numerous.</p> <p><i>0 POINTS</i></p>	<p>The writer occasionally uses awkward sentence construction or overuses and/or inappropriately uses complex sentence structure. Problems with word usage (e.g., evidence of incorrect use of Thesaurus) and punctuation persist causing difficulties with grammar.</p> <p><i>0.5 POINTS</i></p>	<p>The writer demonstrates correct usage of formal English language in sentence construction. Variation in sentence structure and word usage promotes readability. There are no spelling, punctuation, or word usage errors.</p> <p><i>1 POINT</i> Grade:</p>

What is a Substantive Post? © 2016
By Skip Hessel, D.M.

In a world of social media and text-messaging, interaction between student and teacher and other students is important. However, scholars begin to blur the boundaries of academic substance. Students want to make good grades and receive fair treatment. Instructors want to share principles of their discipline. In an effort to clarify how to post thoughts in an interactive forum, these instructions attempt to define substance.

A substantive post conveys a complete thought with academic rigor. Student scholars must take into account the wide variety of readers in a social media setting and communicate appropriately. One cannot assume that every reader has had exactly the same training or even similar experiences. Ergo, one must write complete thoughts to overcome any inadequacy. Similarly, academic rigor forgoes any thoughtless conclusions. While expressing new ideas and exercising academic freedom, contributors must consider what is known about the subject and include known knowledge in academic writing. Writers should consider the level of knowledge and use certain amount of judgement too. Substance requires balance. Scholars should consider their readers and communicate as well as possible.

Because today's academic environment includes many cultures, writers must consider the inappropriate use of metaphors and colloquialisms. An expression or satire may not make sense to a reader from a culture in another part of the same country or on the other side of the world. Students posting substantive responses avoid using expressions and phrases with vague meanings that the reader could misunderstand.

Substantive posts also cite sources. When using the ideas of others, a scholar gives appropriate in-text citations when responding to forum. For example,

Blackaby and Blackaby (2011) found many believers get frustrated with technology and media that has become commonplace; however, believers must “embrace technology with gusto” (p. 8).

Others who express innovative thinking should receive credit for their ideas and intellectual property. Additionally, readers should have the opportunity to consider source materials themselves. A substantive post will include such citations.

Students often ask for specific guidelines. Unfortunately, students sometimes put minimum requirements ahead of quality responses. At the risk of students falling into this trap, the instructor believes a substantive post will contain one or two complete paragraphs that include approximately 300 words. Some substantive posts convey meaning with less; however, many require much more. Moreover, a substantive post will demonstrate the scholar’s attempt to grow. Therefore, assigned reading materials and other sources are found as in-text citations and as references. At a minimum, each substantive post will contain at least one. Students expecting great evaluations should include at least one citation in a 300+ word post.

In many ways, participating in a forum raises tremendous opportunity. The asynchronous learning environment allows students to consider the thoughts of others, to research the subject, and to respond in their own time. Students should take advantage of this unique opportunity. Your instructor will gently correct you and evaluate you along your journey. But, great students will consider how they can practice these skills from their very first post.

Reference

Blackaby, H., & Blackaby, R. (2011). *Spiritual leadership: moving people on to God's agenda*. B & H Publishing: Nashville, TN.