EDMN 605

Christian Leadership

Course Syllabi
Course Charts
Professor's Notes

EDMN 605 – Christian Leadership
Professor's notes*
As of July 21, 2007

From a Scale 1-10 (1 = low demands; 5 = moderate demands; 10 = very demanding), How would you rate the overall level of difficulty of this course?

Level of demand = 6
I believe this course could be taken with one or two other courses within an 8-week format.

From a Scale 1-10 (1 = low demands; 5 = moderate demands; 10 = very demanding), How would you rate the level of the reading requirements in this course?

Level of demand = 3
This course requires only one text and is supplemented with 19 course lessons developed by the original author of this course.

From a Scale 1-10 (1 = low demands; 5 = moderate demands; 10 = very demanding), How would you rate the level of the lecture requirements in this course?

Level of demand = 3
The lectures are provided in the above referenced course lessons. These written lectures cover 19 lessons.

From a Scale 1-10 (1 = low demands; 5 = moderate demands; 10 = very demanding), How would you rate the level of the online exam requirements in this course?

Level of demand = 5
In this course, six online tests will be administered. One objective test and one essay test will be administered after modules 2, 5, and 7.

From a Scale 1-10 (1 = low demands; 5 = moderate demands; 10 = very demanding), How would you rate the level of the discussion board requirements in this course?

Level of demand = 3
This course contains three online Graded–Discussion Boards. There are time-sensitive requirements for each discussion board (meaning, the student must post within particular assigned weeks of the course) but the requirements are clearly stated and defined.

From a Scale 1-10 (1 = low demands; 5 = moderate demands; 10 = very demanding), How would you rate the level of the written paper requirements in this course?

Level of demand = 7
This course requires six practical written assignments and one major traditional research paper.

Additional comments:

This course has provided numerous students with timely and profitable suggestions for real-life and real-time experiences in their ministries.

Course Chart

Textbook: *Team Leadership in Christian Ministry*

MODULE	LESSON	READING ASSIGNMENTS
1	1. Introduction to Leadership	*Chs. 1 & 6*
	2. Spiritual Leadership	*Chs. 2–5*
	3. Time Management	*pp. 114–116*
	Assignment 1 (Personal Goals) **Assignment 2 (Weekly Schedule)**	
2	4. Leadership Styles	
	5. Hazards of Leadership	
	6. Leadership of Small Groups	*Chs. 9–10*
	Discussion Board (Leadership and Management) **Test 1 / Essay Test 2 (Lessons 1–6)**	
3	7. Introduction to Planning	*Chs. 16–17*
	8. Short-Term Planning	
	Discussion Board (Planning)	

Module	Lesson	Reading Assignments
4	9. Long-Range Planning	
	10. Planning for Change	*Ch. 12*
	Assignment 3 (Significant Change Paper)	
5	11. Introduction to Organizing	*Chs. 7 & 18*
	12. The Work of Organizing	*Chs. 23 & 25*
	13. Conflict Management	*Ch. 11*
	Assignment 4 (Conflict Situation) **Test 3 / Essay Test 4 (Lessons 7–13)**	
6	14. Guiding Through Decision-Making	*Ch. 8*
	15. Guiding with Communication	*Ch. 24*
	16. Guiding by Motivating	*Ch. 13*
	Assignment 5 (Major Decision Essay) **Assignment 6 (Self-Evaluation Essay)**	
MODULE	**LESSON**	**READING ASSIGNMENTS**
7	17. Selecting and Enlisting Leaders	*Ch. 19*; Appendix B
	18. Training and Retaining Staff	*Chs. 14–15, 19–21*
	19. Controlling	*Ch. 22*
	Test 5 / Essay Test 6 (Lessons 14–19)	
8	**Discussion Board (Research)**	
	Research Paper	

Syllabus

LIBERTY UNIVERSITY DISTANCE LEARNING PROGRAM
LIBERTY BAPTIST THEOLOGICAL SEMINARY

EDMN 605
CHRISTIAN LEADERSHIP

REQUIRED TEXTBOOK

Gangel, Kenneth O. *Team Leadership in Christian Ministry*. Chicago: Moody Press, 1997.
    ISBN: 0802490166

COURSE DESCRIPTION

This course examines the functions or tasks of leadership: planning, organizing, directing, staffing, and controlling. A unit is included on time management and personal planning for the Christian worker. The emphasis is to improve leadership abilities of the students and to prepare them to develop leadership in others.

I.   **RATIONALE**

Leadership can be developed. This course seeks to improve leaders and to train them so they can improve others. Every seminary student will become a leader and a developer of other leaders. This course will help to improve one's leadership and management skills. Church workers must excel at enlisting and developing lay leaders, and this course will give training in these areas. This course is required for M.R.E. students.

II.   **PREREQUISITES**

None

III.   **COURSE OBJECTIVES**

A.   General Objectives

The student should:

1.   Recognize the important place that leadership has in church growth.

2.   Formulate a personal style of leadership.

3.   Increase in ability to plan, lead, organize, and control.

B.   Cognitive Objectives

The student should:

1.   Identify biblical principles of leadership.

2.   Recognize various methods of leading.

3.   Demonstrate an ability to evaluate and improve organizational structures.

4.   Classify various styles of leadership and select the appropriate one to use in a given situation.

5.   Acquire knowledge of the management process.

6.   Apply principles of time management to his personal life.

7.   Produce a plan for selecting and enlisting lay leaders.

8.   Formulate a program for training lay leaders.

IV.   **MATERIALS FOR LEARNING**

A.   Internet access and Microsoft Word

B.   Textbook

C.   Lesson Outlines

D.   Bible

V.   **COURSE REQUIREMENTS AND ASSIGNMENTS**

A.   Textbook readings – no report or log is required; content should be reflected (and noted in the assignments and assessments

B.   Discussion Boards (3)

C.   Written assignments (6)

D.   Research paper

E.   Tests (6)

V.   **EVALUATION AND GRADING**

All assignments and assessments are worth 100 points total scoring, but they are weighted according to the scale below.

A.   Weight

Discussion Board	Module 2 – Leadership & Management	6%
Discussion Board	Module 3 – Planning	6%

Discussion Board	Module 8 – Research	<u>6%</u>
	Total	18%
Written Assignment	Module 1 Assignment 1 – Personal Goals	7%
Written Assignment	Module 1 Assignment 2 – Weekly Schedule	7%
Written Assignment	Module 4 Assignment 3 – Significant Change Paper	7%
Written Assignment	Module 5 Assignment 4 – Conflict Situation	7%
Written Assignment	Module 6 Assignment 5 – Major Decision Essay	7%
Writing Assignment	Module 6 Assignment 6 – Self-Evaluation Essay	<u>7%</u>
	Total	42%
Research Paper	Module 8	10%
Tests	Module 2 Test 1 – Lessons 1–6	5%
Tests	Module 2 Essay Test 2 – Lessons 1–6	5%
Tests	Module 5 Test 3 – Lessons 7–13	5%
Tests	Module 5 Essay Test 4 – Lessons 7–13	5%
Tests	Module 7 Test 5 - Lessons 14–19	5%
Tests	Module 7 Essay Test 6 – Lessons 14–19	<u>5%</u>
	Total	30%
Grand Total		100%

B.   Scale

A = 95–100   B = 88–94   C = 82–87   D = 75–81   F = 0–74

VI.   COURSE BIBLIOGRAPHY

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