



Integrative Seminar I: Leadership

(Spring 2019)

PROFESSOR

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COURSE DESCRIPTION

An intensive supervised ministry experience focused on the development of leadership competencies and consisting of the following: ministry service in a pre-approved setting, involvement in a formal church-based internship / ministerial training program, and appropriate academic requirements which will enhance the student's understanding of ministerial leadership. Pre-approval required. (6 hours).

REQUIRED READINGS AND RESOURCES

The following readings and resources are required. Books will be read in their entirety unless otherwise noted. Unless otherwise noted you will have until the end of the semester to complete the reading.

Required Textbooks:

Bible (bring to every class session)

Books:

- *Spiritual Leadership: A Commitment to Excellence for Every Believer* by J. Oswald Sanders
- *The Trellis and the Vine: The Ministry Mind-Shift That Changes Everything* by Colin Marshall and Tony Payne
- *Dangerous Calling* by Paul Tripp
- *The Painful Side of Leadership: Moving Forward Even When It Hurts* by Jeff Iorg
- *Leading from the Second Chair: Serving Your Church, Fulfilling Your Role, and Realizing Your Dreams* by Mike Bonem and Roger Patterson
- *Making Vision Stick* by Andy Stanley
- *Deep Work* by Cal Newport

Helpful Resources (Not Required):

Articles/Chapters:

- "How Do You Take Criticism of Your Views?" by Tim Keller

- “Summaries of the Egalitarian and Complementarian Positions on the Role of Women in the Home and in Christian Ministry” by Bruce A. Ware
- “The Unbusy Pastor” and “The Subversive Pastor” chapters from Eugene Peterson’s *Contemplative Pastor*
- “What Makes a Good Leader” - Rob Jenkins (The Chronicle) http://chronicle.com/blogs/onhiring/what-makes-a-good-leader/36725?cid=pm&utm_source=pm&utm_medium=en

Books:

- *Multipliers* by Liz Wiseman
- *Visioneering* by Andy Stanley
- *What Every Pastor Should Know* by Gary McIntosh and Charles Arn
- *The Top Ten Mistakes Leaders Make* by Hans Finzel

Audio:

- Staffing & HR in the Local Church - Andy Stanley (audio clip): <http://www.youtube.com/watch?v=oBU7SPWjkmE>

Web:

www.unseminary.com

LEARNING GOALS AND EVALUATION

1. The student will be able to articulate a biblical foundation for Christian leadership by examining pertinent biblical texts, reviewing leadership literature, and engaging in thoughtful discussions on the topic with the professor and pastors.
Evaluation: Research Paper on Christian Leadership (25 pts)
Required Reading / Reflecting Writing Assignments (25 pts)
2. The student will learn how to develop a master plan and strategy for implementing a vision in a church context.
Evaluation: Vision Project (25 pts)
3. The student will further develop his leadership competencies by being immersed in a ministry setting.
Evaluation: Involvement in an Internship / Ministerial Training Program with Contextualized Ministry Experience (25 pts)

LEARNING ACTIVITIES AND ASSESSMENTS

The following assignments totaling 100 points are to be completed as described below by the dates indicated.

Required Assignments Summary – 100 points

- **Required Reading / Reading (25 pts total / reading is 15 pts and the reading journal is 10 pts).** The student will read all texts and articles as assigned and submit a reading report at the end of the semester. *The professor can assign additional articles and other readings during the semester.* The student will prepare a Reading Reflection Journal to turn in at the end of the semester. The Journal should be done throughout the semester as the student finishes each book they will write 2-3 page entries. Entries should focus on how the student interacted with the book. What have they learned? What can they implement in their ministries? What did they disagree with? Etc.

- **Developing a Vision - Ministry Project (25 pts).**

The student will learn how to develop a master plan and strategy for implementing a vision in a church context.

Here, the student should demonstrate their ability to develop and cast a vision for their people. They then need to show how they would seek to implement that vision in the life of their church. Students should develop a strategy and determine goals for their vision based on 1-year, 3-year, 5-year, and 10-year increments. Students should develop this vision and strategy for either an urban, suburban, or rural context and should also write from the perspective of one of the following church sizes: 100, 250, 500, or 1000.

 - Students should draw from an array of resources (teaching notes, books, articles, websites, etc.).
 - Project length should be 8-10 pages.
 - Projects should conform to the SBTS Style Manual.

- **Research Paper on Christian Leadership (25 pts).**

The student will write a paper on one of the following topics:

 - Leadership as understood in the Gospels.
 - The Role of the Holy Spirit - Leadership in the Book of Acts. As you write this paper focus on the intersection of the work of the Holy Spirit and leadership concerns that arise out of the rapid growth of the early church and the spread of the gospel (missions) in the Book of Acts.
 - Paul as Leader - Particularly the challenge he issued to imitate his leadership.
 - Teachers as leaders in the New Testament.

The student is required to use a minimum of minimum of 10 sources. Suggested length is 10-12 pages. Follow the Southern Style Manual for this assignment. Please make sure that your writing demonstrates strong critical reflection on the subject.

- **Involvement in an Internship / Pastoral Training Program with Contextualized Ministry Experience (25 pts).**

- The student is expected to be involved in a church-based internship / pastoral training program where he meets with a mentor / teacher on a weekly basis for a minimum of three hours per week. The purpose of this involvement is the refining of ministry leadership skills, character development, and goal setting / evaluation.
- **The student is expected to engage in a minimum of five hours per week of supervised ministry (total of 50 hours minimum).** The student will be required to keep a weekly journal concerning the ministry involvement and lessons learned. The student will also be required to complete all necessary records of involvement required by the professor.

SCHEDULE:

Date	Topic	Assignment Due
January		
16	Chapter 1 – Introduction & Chapter 2 – Integrity	
23	Integrity cont.	
30	Chapter 3 – Time Management	
February		
6	Effective Delegation	
13	Flex Day	
20	Keys to Personal Organization	
27	Guest Speaker – Don Spencer	
March		
6	Chapter 4 – Being an Agent of Change	
13	Being an Agent of Change cont.	
20	Chapter 5 - Budgeting	
27	Budgeting, cont.	
April		
3	NO CLASS – SPRING BREAK	
10	Flex Day	
17	Flex Day	
24	Chapter 6 - Personnel	
May		
1	Personnel, cont.	Vision Project Due
8	Business Meeting	
15	Business Meeting, cont.	Leadership Paper Due
22	Open Discussion: Topic Decided by Class	Reading Report/Journal & Ministry Log/Journal Due

GRADING SCALE

A	4.0 96-100	B	3.0 86-88	C	2.0 76-78	D	1.0 66-68
A-	3.7 93-95	B-	2.7 83-85	C-	1.7 73-75	D-	0.7 63-65
B+	3.3 89-92	C+	2.3 79-82	D+	1.3 69-72	F	0.0 0-62
WP	Withdraw Pass						
WF	Withdraw Fail						

ATTENDANCE

Students are expected to attend all sessions.

RESPECT FOR DIVERGENT VIEWPOINTS

Students and faculty are to show appropriate respect for each other even when divergent viewpoints are expressed in the classroom. Such respect does not require agreement with or acceptance of divergent viewpoints.

STYLE

All papers should be submitted using the guidelines found in the Southern Seminary Style Manual which is available in the Lifeway Christian Bookstore and on the SBTS Library website.

PHYSICALLY CHALLENGED STUDENTS

In order to ensure full class participation, any student with a disabling condition requiring special accommodations (tape recorders, special adaptive equipment, special note-taking or test-taking needs) is strongly encouraged to contact the professor at the beginning of the course.

PLAGIARISM

Plagiarism is using the words or ideas of someone else without giving them appropriate credit. Students are expected to always credit sources appropriately. Failure to do so will potentially result in the student's failure of this course and referral to the Dean of Students for disciplinary action as is deemed appropriate. Please include an honor statement for original work on each assignment.

ELECTRONIC COPIES OF ASSIGNMENTS

Students are expected to retain an electronic copy of all assignments submitted in this course. This will ensure that the student will be able to resubmit an assignment if it was lost in the grading process.

Late assignments will be charged a late penalty of 5 points a day.