

MAS 541 Leadership in the Ministry 2 hrs / 3 units
Monday, 2-5 p.m., Fall Term

Instructor Name	Rev. Claudell County M.A.
Office Hours	TBA
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Required Texts	Nelson, A. (2007). <i>Me to we: A pastor's discovery of the power of partnership</i> . Loveland, CO: Group. www.group.com Goleman D., Boyatzis, R., McKee, A. (2002). <i>Primal leadership: Realizing the power of emotional intelligence</i> . Boston: Harvard Business School Press.
Other Required Reading	Papers and handouts from recommended reading list. And as assigned in class. Downloads from email.
Recommended Reading	Cashman, K. (2003). <i>Awakening the leader within: A story of transformation</i> . Hoboken, NJ : John Wiley & Sons, Inc. Collins, J. (2001). <i>Good to great</i> . New York: Harper Business Covey, S. (1991). <i>Principle-centered leadership</i> . New York: Fireside, Simon & Schuster. Oakley, E. & Krug, D. (1991). <i>Enlightened leadership: Getting to the heart of change</i> . New York: Fireside Book, Simon & Schuster. Shelton, C. (1999). <i>Quantum Leaps: 7 skills for workplace REcreation</i> . Boston: Butterworth-Heinemann Wheatley, M. (1999). <i>Leadership and the new science: Discovering order in a chaotic world</i> . San Francisco: Berrett-Koehler Publishers, Inc.

Course Description

This course develops the leadership competencies of an evolving leader. Spirit-led and intentional, each student will develop strategies for self-awareness, self-mastery, relationship and community awareness. Students will identify and be able to integrate practices of the physically, mentally, emotionally, and spiritually healthy leader of a thriving, integral and congruent ministry.

Content:

- Spiritual communities and the current change in ministry models.
- Leadership from the community-centric perspective.
- Collaboration, shared ownership and responsibility of leadership in the holistic “body of the church.”
- Leadership skills and competencies, assessment tools and practices.

Learning Objectives

Students will be able to:

1. Critically analyze the community-centric perspective of leadership.
2. Assess on an ongoing basis their level of self-awareness, self-mastery, relationship and community awareness.
3. Identify and integrate into their daily activities the practices of the physically, mentally, emotionally, and spiritually healthy leader.
4. Identify the dynamics of a thriving, integral and congruent ministry and the role of the minister.
5. Explain how to integrate spiritual principles to all areas and all levels of the ministry.

The above objectives partially fulfill the following program outcome for the Master of Divinity:

MD-2 Describe and integrate administrative and leadership abilities to create a productive and growing ministry.

MD-3 Recognize and practice personal habits that provide for a healthy ministry.

MD-4 Demonstrate appropriate knowledge needed for ministry.

The above objectives partially fulfill the following program outcome for the Certificate in Unity Ministry:

C-2 Describe and integrate administrative and leadership abilities to create a productive and growing ministry.

C-3 Recognize and practice personal habits that provide for a healthy ministry.

C-4 Demonstrate appropriate knowledge needed for ministry.

This Schedule will be changed as needed. All changes will be announced the week prior.

Week	Monday	Topic	Reading & Activity	Additional Material
1.	9/29	What is Leadership? Who is a leader? What is the way of leadership?	Class exercises	Fillmore view of ministry Awareness of Purpose Handout
2.	10/6	Integral Ministry Model	Give Goleman handout	4 Quadrant Leaders Aware-apy Exercise From Goleman's Book, Appendix B – handout, Due 3/6
3.	10/13	Self-awareness: Leadership Awareness Self-mastery Social Awareness Relationship management/Community Leadership difficulties	Me to We to p.73	*Define the integral, thriving, coherent LEADER.
4.	10/20	Self Awareness Who am I? Who did I come here to be? What are my strengths? What is my leadership style?		Spirit-Led Leadership

5.	10/27	How am I showing up as a leader? Past leadership experience? Functional leadership		Bass/White: Qualities likely for empowering laity.
LYCEUM November 3-6, 2008				
6.	11/10	Self-Management Personal self-care, Thriving Leader Prioritizing Integral leader AQAL Time Management Goal planning Congruent Leader Ethics & Integrity		
7.	11/17	Social Awareness Building empathy: the inner work Selfless service Who are my people? What do they want?		
8.	11/24	Social Awareness, con't Why are we here? Good to great Level 5 leadership Emotionally Intelligent Team Competency: leadership, board, member.		Collins
9.	12/1	Relationship / community management Practicing Spiritual principles Building community: global cafe What is our Global role? Spiritual social action Making the difference		Shelton: quantum skills Final paper due
10.	12/8	Relationship Management, con't Moving from here to there. Change	Who moved my cheese?	Enlightened Leadership

Assignments for the Master of Divinity program:

1. On Goleman's Book, Appendix B, handout, pick three characteristics of each of the 4 domains and rate yourself on a scale from 1-5, with 1 being uncomfortable and 5 being a demonstration you don't really think about. Describe where you are with that characteristic and how it works for you. What will you do to grow? No more than 4 pages long. Due 3/6
2. Assignments to be determined.
You may hand in your assignments early. The final paper is a culmination of material you can collect along the way. Do not turn this paper in before 4/3, if you are going to turn it in early.

Grading

Assignment	Possible Points	Meets Learning Objective
Primal Leadership Characteristics 3/6	20	
Final Paper 4/10	30	
Quality participation	10	

Final Grade Determination:

- 90-100 Points = A
- 80-89 Points = B
- 70-79 Points = C
- Below 69 Pts = F

Assignments for the Certificate program:

1. On Goleman’s Book, Appendix B, handout, pick one characteristics of each of the 4 domains and rate yourself on a scale from 1-5, with 1 being uncomfortable and 5 being a demonstration you don’t really think about. Describe where you are with that characteristic and how it works for you. What will you do to grow? Due 3/6 no more than 4 pages
2. To be Determined
You may hand in your assignments early. The final paper is a culmination of material you can collect along the way. Do not turn this paper in before 4/3, if you are going to turn it in early.

Grading

Assignment	Possible Points	Meets Learning Objective
Primal Leadership Characteristics 3/6	20	
	20	
	20	
	30	
Quality participation	10	

Final Grade Determination:

- 90-100 Points = A
- 80-89 Points = B
- 70-79 Points = C
- Below 69 Pts = F

Evaluation of the written assignment is based upon the following factors:

- Compliance with assignment parameters.
- Depth of knowledge and insight.
- Comprehensiveness of response.
- Clarity in communicating ideas.
- Coherence and organization of ideas.
- Grammar, sentence structure, spelling.
- Following APA rules for papers.

Expectations of Students

Students are expected to come to class having read the assigned material and being prepared to discuss it and integrate it in the assignments. My assignments are designed to be immediately applicable to you. Make them real.

Classroom Protocol

To maintain an atmosphere of learning, please be on time, respect each other's ideas, balance speaking and listening, share the center stage, prepare for each class, return from breaks on time, take adult breaks if needed, and take everything to prayer. Most important: Treat each other as people, not objects. Practice authenticity, integrity, and respect.

Attendance Policy

There will be in class activities and assignments. Please be there. Excessive absence will be noted.

Late Assignment Policy

Late papers may lose points. Please speak to me if there are mitigating circumstances.

Incomplete grades

Instructor has the option of assigning the grade of "I" (Incomplete) in situations involving serious illness or emergency. To receive the grade of Incomplete, a student must petition the instructor before the end of the course, stating the reasons for the incomplete grade. See student handbook for details.

Academic Honesty

Unity Institute assumes that all students desire to pursue their academic and transformational work with honesty and scholarly integrity. Cheating, plagiarism, facilitating academic dishonesty and misrepresentation of self or other students are prohibited. Students may seek the assistance from others as long as the student submitting the assignment is actually doing the work.

If the faculty member discovers a student violating academic honesty, the following penalty may be applied, depending upon the severity of the infraction:

1. A reduced grade for the assignment.
2. A grade of zero for the assignment
3. An "F" for the course.
4. Remand the decision to the full faculty.

A report will be sent to the faculty, the Dean, as well as kept in the student's permanent file.

For further information about academic honesty, students are directed to review the Unity Institute Catalog and Student Handbook.

Special Concerns

If students have any special concerns and/or challenges that may affect their performance in this course, they are encouraged to speak with the instructor immediately so that any accommodations, if necessary, may be made. Please call, email, or talk to me before you to go anyone else.

Additional Selected Bibliography

- Bass, Richard, editor. (2007). *Leadership in Congregations*. Herndon,VA: Alban Institute. Article by White, E. *What kind of pastor will most likely empower laity*. P. 109 Originally published in *Congregations*, vol 20, no.3 (May/June 1994), pp. 12,13
- Cashman, K. (2003). *Awakening the leader within: A story of Transformation*. Hoboken, NJ : John Wiley & Sons, Inc.
- Shelton, C. (1999). *Quantum Leaps: 7 skills for workplace REcreation*. Boston: Butterworth-Heinemann
- Finzel, H. (200). *The top ten mistakes leaders make*. Colorado Springs, CO: Nexgen, Cook Communcations Ministries.
- George, Bill, (2003). *Authentic leadership: Rediscovering the secrets to creating lasting value*. San Francisco: Jossey-Bass, Wiley Imprint
- Geoffrion, T. (2005). *The spirit-led leader: Nine leadership practices and soul principles*. Hernson VA: Alban Inst.
- Goleman D., Boyatzis, R. & McKee, A. (2002). *Primal leadership: Realizing the power of emotional intelligence*. Boston: Harvard Business School Press.
- Heider, J. (1985). *The Tao of leadership: Lao Tzu's Tao Te Ching adapted for a new age*. Atlanta: Humanics Limited.
- Lipman-Blumen, J. (1996). *Connective Leadership*. Oxford: Oxford University Press.
- Northouse, P. (2004). *Leadership: Theory and practice*. (3rd edition). Thousand Oaks, CA: Sage Publications.
- Oakley, E. & Krug, D. (1991). *Enlightened leadership: Getting to the heart of change*. New York: Fireside Book, Simon & Schuster.
- Oswald, R. (1995). *Clergy Self-Care*. Herndon VA: Alban Institute Press.
- The Arbinger Institute (2002). *Leadership and self deception: Getting out of the box*. San Francisco: Berrett-Koehler Publishers, Inc.
- Wheatley, M. (1999). *Leadership and the new science: Discovering order in a chaotic world*. San Francisco: Berrett-Koehler Publishers, Inc.
- Zigarmi, D., O'Connor, M., Blanchard,K. & Edeburn, C. (2005). *The leader within: Learning enough about yourself to lead others*. Upper Saddle River, NJ :Prentiss Hall