



CM 461/CM 661/LE 661 Issues in Ministry Leadership
Fall 2024

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Course Dates: August 26-30, 2024
Course Delivery Format: In person

3 Credit Hours

COURSE DESCRIPTION

An in-depth focus on a particular emphasis of Christian ministry. This leadership focus will vary from year to year.

COURSE INTEGRATION

This is a course specializing in dealing with issues (including organizational health, personal leadership, organizational leadership, staffing, conflict, change, and current cultural issues) that are commonly encountered by ministry leaders. A theology of leadership and the church will be examined along with an analysis of systems theory. There will be extensive use of case studies in the exploration of these issues.

COURSE TEXTS

Lott, David B., ed. *Conflict Management in Congregations*. Bethesda: Alban Institute, 2001.

Oswald, Roy M., and Johnson, Barry. *Managing Polarities in Congregations: Eight Keys for Thriving Faith Communities*. Herndon, VA: The Alban Institute, 2010.

Steinke, Peter L. *Healthy Congregations. A Systems Approach*. Bethesda: Alban Institute, 1996.

Personal Profile System. Version 8.0.1. Minneapolis: Inscape Publishing, 2001.
(or online DiSC equivalent)

Students are expected to refer to Briercrest Seminary's Format and Style Guides and Guide for Writing Research Papers, available as PDF documents here: <https://www.mybriercrest.ca/seminary/documents/>.

These texts are available in store and online at the Briercrest Bookstore: <http://briercrest.ca/bookstore>.

Students are responsible for course materials and communication on Canvas (<https://briercrest.instructure.com>) and their myBriercrest.ca email account.

COURSE OUTCOMES**A. KNOW AND UNDERSTAND:**

1. The essential qualifications, expectations, and practices of biblical leaders.
2. The systemic nature of the unique organism called the Church.
3. The systemic dynamics of group interaction and their effect on congregational/ministry life.
4. The complexities of pastoral leadership and ministry.
5. Procedures for dealing with a variety of issues experienced in ministry leadership.
6. The dynamics of change in a congregational/ministry context.
7. Sources of conflict in congregations and resources to address these conflicts.
8. Your own leadership style and behaviour in given situations.
9. The importance of self-understanding for effective leadership.
10. The varying contextual dynamics of leadership.

B. VALUE:

1. The wisdom and strength which Christ gives those leading in a ministry.
2. The need for confidence and personal readiness to lead through crises.
3. The role of the Scriptures in guiding your leadership.
4. Your own strengths and weaknesses in leading others.
5. Your own self-leadership and the disciplines necessary to stay the course.
6. The rewards that come by working through issues in leadership.

C. LIVE AND SERVE:

1. By guiding others through conflict management.
2. By providing leadership in responding to situations requiring church discipline.
3. By relating scriptural principles to actual church situations involving change, conflict, and discipline.
4. By responding practically and effectively to a variety of ministry leadership issues and situations with leadership styles which are appropriate to those unique situations.
5. By emulating the examples of Jesus and Paul in leading others.

COURSE OUTLINE AND CONTENT***Session One (August 26, 2024)***

- Introduction to the Course
 - Course overview
 - Assignments
- Resourcing in anticipation of Ministry Issues
 - Biblical Theology of Leadership
 - Leadership Practices
 - Learning from Case Study

Session Two (August 26, 2024)

Resourcing in anticipation of Ministry Issues
Biblical Theology of Management
Management Practices
Biblical Theology of The Church

Session Three (August 27-28, 2024)

Ministry Issues
People Issues
Staffing Issues
Board Issues
Power Issues
Discipline Issues
Biblical/Theological Issues
Contextual Issues
Culture Issues
Change Issues
Growth Issues
Retention Issues
Financial Issues
Trust Issues
Spiritual Issues

Session Four (August 29, 2024)

Ministry Issues
Framing Issues
Crisis Issues
Personal Issues
Transition Issues

Session Five (August 29-30, 2024)

Case Study Presentation and discussion

ASSIGNMENTS

Please submit written assignments to Michael Pawelke in person or by email. There may be additional reading assignments growing out of the in-person sessions. These will be determined as needed.

Scheduled Assignments:

1. **Book Reviews:** Read *Healthy Congregations*, *Managing Polarities*, *Conflict Management in Congregations*, and *The Epistle to the Ephesians*. Write a four-page interactive book review. Identify the central thesis of each work. Compare, contrast, and interact with the material from the perspective of a ministry leader using Ephesians as your biblical anchor.

Due: August 26, 2024

2. **Reflection and Application.** Based on your reading, diagnose the health of your church congregation (or the church you know best) using a systems paradigm (see *Healthy Congregations*). Be sure to address: (1) areas of perceived health, (2) areas of perceived illness, (3) leadership, (4) congregational culture, and (5) environmental factors at work. This reflection paper should be four pages.

Due: August 27, 2024

3. **Situational Case Study.** Take a situation from your own experience in ministry leadership (or one with which you are personally familiar) and present this case to the class, guiding the process of evaluation and possible actions to be taken. Please include a one-page outline of the case study and action plan. These cases will be presented in class on the last two days of class.

Due: August 29, 2024

4. **Conflict Management Case Study.** Draw on the concepts from *Conflict Management in Congregations* and respond to a specific case study distributed in class or to a real conflict that you are very familiar with. Evaluate the dynamics of the situation as well as suggest a process to address the conflict using principles from the text (four pages).

Due: September 27, 2024

5. **Personal Leadership Development.** Reflect also on the role of pain and disappointment in your life (cf. class material). Integrate this with your completed DISC instrument (i.e., Personal Profile System) and write a reflection paper (8 pages, college; 12 pages, seminary) on their implications for your personal leadership style. Discuss (1) who you are and why, (2) how you lead, (3) how you plan on refining your leadership (self-leadership) as you face issues.

Due: October 25, 2024

COURSE GRADING:

Book Reviews Paper	20%
Reflection and Application Paper	20%
Situational Case Study and Class Interaction	20%
Personal Leadership Development Paper	20%
Conflict Management Case Study Paper	<u>20%</u>
	100%

SEMINARY CALENDAR

Students are expected to be aware of the policies that govern course work at Briercrest Seminary, all of which are published in the current Seminary Calendar:

<https://www.briercrestseminary.ca/academics/calendar/>.

Attendance Policy

In order to benefit fully from a seminary education, to be good stewards of time and finances, and to be considerate of their classmates and faculty members, students must be in class at every opportunity.

Modular Courses

Students are expected to attend 100 per cent of each modular for which they register. If this is impossible due to extenuating circumstances, arrangements must be made with the course professor before the first day of class. If extenuating circumstances prevent a student from attending class, a maximum of one (1) full day of class can be foregone. If additional time is missed, the student will fail the course unless they first request to withdraw from the course or move the course to an audit.

Online Courses

If extenuating circumstances prevent a student from attending scheduled meeting times, then up to 20% of meeting time can be foregone. Students missing scheduled meeting times should make every effort to inform the course professor prior to any time missed. If additional time is missed, the student will fail the course unless they first request to withdraw from the course or move the course to an audit.

Semester-Based Courses

All students missing more than two full weeks of a particular course from registration to the last day of classes will receive an automatic fail (0%). A student may appeal a course failure due to excessive absences. Successful appeals will be granted only in rare cases where all absences are clearly beyond the student's control. Appeals must be made through the Academic Appeal Process.

Course Schedules

Modular classes begin at 9:00 a.m. on Monday morning and run a minimum of 30 hours through the course of the week. The schedule is determined by the course professor. Students should check the syllabus for specifics. When the syllabus does not state class times, students are responsible to check with the professor prior to making travel plans.

Assignment Submission

All assignments must be submitted no later than eight weeks after the last day of class as stated in the syllabus. The correct due dates will be clearly noted in the syllabus and each faculty member will state in their syllabus how assignments should be submitted. Assignments submitted within a week after the due date will be accepted with a 10 per cent penalty. For additional information refer to the late assignment policy or the extension policy in the [academic calendar](#).

Return of Graded Assignments

Professors are expected to return graded assignments within six weeks of the due date. If they fail to do so, students may submit an inquiry to the [Seminary](#). If an extension is granted, the professor is no longer obligated to meet this deadline.

Academic Honesty

As members of the Briercrest learning community, students have a responsibility to conduct themselves with integrity and honour. Students who cheat on exams, plagiarize, inappropriately collaborate, or use generative AI without instructor authorization violate the trust placed in them by their instructors, fellow students, and the seminary. Any such actions constitute a breach of

academic honesty and will result in serious consequences, such as failure of an assignment, failure of a course, or expulsion from the seminary.

Plagiarism, whether intentional or involuntary, is the submission of the work of others, published or unpublished, in whole or in part without acknowledgment or proper documentation. All information, ideas and/or direct quotations taken from other primary or secondary sources must be documented appropriately.

Generative AI is an umbrella term for a type of machine learning and a group of algorithms that can create new content, such as text, code, images, videos, music, or a combination of all these formats. Generative AI produces output in response to a query or prompt using generative models such as Large Language Models (LLMs) that rely on large datasets. Generative AI features are also often embedded within tools such as Grammarly, allowing these tools to generate new content, such as the rewriting, paraphrasing, or summarizing of existing text. The generated responses of these tools are probabilistic, which can result in errors and biases in responses.

The use of generative AI to create audio or visual media, to produce outlines, to generate partial or complete drafts of assignments, to answer questions on quizzes or exams, or to edit the grammar of assignment drafts is considered unauthorized unless it is explicitly permitted by the course instructor in writing. All use of generative AI tools must be properly documented.

Students are responsible for ensuring they are using their sources and completing their assignments with transparency and honesty. For more details, consult the [Seminary Calendar](#) and the Briercrest Format Guide. In addition to being familiar with these pages, instructors assume that you have completed the Briercrest Academic Integrity course on [Canvas](#) and understand the information contained in it.

Academic Accommodations

Any student with a disability, injury, or health condition (mental or physical) who may need academic accommodations (permanent or temporary) should contact the ARC Coordinator in person (L234 in the Library), by phone (1-306-801-6159), or by email (arc@briercrest.ca). Documentation from a qualified practitioner will be required (i.e., medical doctor, psychologist, etc.). It is recommended that students meet with their professors to discuss the requirements of their accommodations (i.e., how the student will receive lecture notes, or how the professor wants to receive extension requests).

BIBLIOGRAPHY

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