

# Church Leadership

## European Nazarene College

**School Year:** 2021/22  
**Dates:** 20/09 al 31/10  
**LC and Teaching Location:** Italy Online Education  
**Course Number:** MIN2503  
**ECTS:** 3  
**Language(s) of Course:** Italian  
**Delivery Method:** Fully Online  
**Course Time Commitment:** 15

**Lead Teacher:** Howard Culbertson ( [hculbert@snu.edu](mailto:hculbert@snu.edu) )

### Course Description

This course introduces the student to the theory of leadership and administration in the local congregation. The course challenges each student to become a Christ-like leader/pastor in a local church setting and to give leadership according to his or her gifts.

### Place in the Curriculum

The preferred prerequisites for the course are Interpersonal Communication, God's Mission and the Church, and Vocation and Personal Ministry.

### Intended Educational Outcomes

This course contributes to reaching the following intended educational outcomes of EuNC's curriculum:

Content	<p><i>CN4 Ministry.</i> Students will have specific knowledge necessary for effective ministry in the different areas of the mission of the church.</p> <p><i>CN5 People.</i> Students will have specific knowledge that will equip them to work with people in various circumstances and prepare them to foster community.</p>
Competency	<p><i>CP2 Communication.</i> Students will be able to communicate clearly to people in various ways and different settings, and they will be able to respectfully receive the message of others.</p> <p><i>CP3 Leadership.</i> Students will be able to lead people closer to God, to lead the church in fruitful ministry, and be skilled in self and organisational management.</p>
Character	<p><i>CH3 Commitment.</i> Students will be committed to give themselves as servants to God's mission in this world and commit to their specific ministries.</p>
Context	<p><i>CT2 Cultural Responsiveness.</i> Students will have sensitivity for different cultural contexts and will be able to minister effectively in and between them.</p>

### Course Objectives

In order to reach partially or completely the above stated intended educational outcomes, by the end of the course students will be able to ...

1. Appreciate the priority of “call” to Christian leadership (CH3).
2. Understand Biblical models and images of leadership (CP3, CH3).
3. Know different models of leadership & administration for the local congregation (CN4).
4. Develop a strategic vision for local church ministry and the process of implementing this vision (CN4, CP3).
5. Learn the skills essential to cultivating healthy ministry relationships, teams and groups. (CN5, CP2).
6. Understand and process for effective conflict resolution skills (CT2, CN5)...]

### Course Requirements

The following requirements are expected of all students:

1. *Participation.* Faithful participation is expected and essential to benefit from this course. Much of your learning will depend on your participation in class assignments, activities and discussions. Also see below for the class participation policy. (This requirement helps students accomplish course objectives: 1-6.)  
Participation in this fully online course will be verified through your participation in Moodle forums. At least two response posts of a minimum of 80 words each to other students’ submissions are expected each week.
2. *Reading.* The textbook(s), and/or other materials assigned, need to be read according to the course calendar. Every Thursday, a reflection of at least 200 words on that week’s reading must be posted in the appropriate Moodle forum. (This requirement helps students accomplish course objective(s): 1-6.)
3. *“One who shaped me.”* You will be asked to identify a Christian leader (not a family member) that has personally shaped and greatly influenced your life. Write a 500-word paper that: (a) introduces this leader (b) details the location/context of the relationship, (c) specifically describes the character and behaviour qualities of this leader, (d) makes connections to your own personality. This short paper should be entitled, “One Who Has Shaped Me.” Also, be prepared to present a summary of this paper to the other students. (This requirement helps students accomplish course objectives: 2-3.)
4. *Personal Assessment.* You will complete the spiritual gifts survey available in Moodle and write a report on how the results connect with your ministry passion. (This requirement helps students accomplish course objectives: 5-6.)
5. *Biblical character as leader.* In Week 5 you will write a mini-essay (500-500 words) about a leader described in the Bible. Possible subjects are Moses, Joshua, Gideon, Nehemiah, David, Peter, Paul, and Jesus. The paper should include: (a) a short biography of the leader (b) a list of the spiritual qualities of the leader and (c) a description of what made that person a leader.  
  
(This requirement helps accomplish course objectives: 1-2.)
6. *Case Study Leadership Action Plan (Common Assignment):* You will complete a case study leadership action plan (1,000 – 1,500 words) as an application project. Students will be

addressing a fictitious situation in a local congregation (but very close to reality and contextually relevant). The Action Plan should endeavour to touch on all topics covered in the course (i.e. leadership style strength and weaknesses, critical administrative skills, practices and information, management of resources, conflict resolution, etc). Please, see Appendix 1 for details. (This requirement helps the students accomplish course objectives: 1-6.)

### Grade Distribution and Learning Hours

<i>Course Requirements</i>	<i>3 ECTS</i>	
	<i>Percentage of Final Grade</i>	<i>Learning Hours</i>
1. Participation	10%	20 hours
2. Reading (including reports)	20%	33 hours (250-300 pages)
3. One who shaped me	10%	4 hours
4. Personal Assessment	10%	2 hours
5. Biblical leader	20%	6 hours
6. Case study Leadership action plan [Common Assignment]	30%	25 hours
<i>Total</i>	<i>100%</i>	<i>90 hours</i>

### Textbooks

Fairbanks, E. LeBron. *Leadership Decisa! Leadership Fedele!* Associazione Missionaria Nazarena, 2019 [Published English title: *Leadership Decisively! Leadership Faithfully*]

Maxwell, John C. *Le 21 qualità indispensabili del leader.* Gribaudi, 2004 [Published English title: *The 21 Indispensable Qualities of a Leader*]

### Additional Resources (Found in Italy LC Library)

Berkey Edward. *Attrezzi Per Il Ministero Pastorale.* Marchirolo: EUN, 2005. [Published title in English: *Tools for the Pastor's Office*]

Clarkson, David and Stephen McQuoid. *Passare il testimone.* Edizioni GBU, 2018 [Published title in English: *Learning to Lead – Next Generation*]

Nouwen, H., *Nel nome di Gesù: riflessioni sulla leadership cristiana.* Brescia: Queriniana, 2001. [Published title in English: *In the name of Jesus: Reflections on Christian Leadership*]

Strauch, Alexander. *La conduzione della Chiesa secondo le Scritture.* Roma: IBEI, 1985. [Published title in English: *Church Eldership: An Urgent Call to Restore Biblical Church Leadership*]

## Course Calendar

<i>Date</i>	<i>Course Outline</i>	<i>Reading/Assignments</i>
Week 1	Session One: Cornerstone—relationship building, biblical leadership models and leadership definition	“One who shaped me” paper due Fairbanks pp. 23-78, Reflection paper 1 due
Week 2	Session Two: The Jesus Model—Servant Leadership	Take Personal and Spiritual Gifts Assessment Test Fairbanks pp. 79-134, Reflection paper 2 due
Week 3	Session Three: Spiritual Gifts and Personality in Leadership	Fairbanks pp. 135-190, Reflection paper 3 due
Week 4	Session Four: “Tending Your Journey”- the shaping of the leader’s heart and shaping the hearts of others	Fairbanks pp. 191-226 Maxwell pp. 5-25 Reflection paper 4 due
Week 5	Session Five: the leader developing Vision and Strategic Planning, leading a missional congregation. The leader and conflict resolution	Biblical Character assignment due Maxwell pp. 26-81 Reflection paper 5 due
Week 6	Session Six: the leader as administrator—meetings, systems, retreats, community building, recruiting Time management and Task Management	Case Study Leadership Action Plan paper due Maxwell pp. 82-138 Reflection paper 6 due

The teacher has the right to make changes in the course calendar and due dates (within the course duration) if necessary.

### Academic Integrity

“Honesty in all academic endeavours is vital as an expression of the Christian life. It is required that students at European Nazarene College will not participate in cheating, plagiarism (using someone else’s words and ideas without giving credit to the original source), fabrication, or other forms of academic dishonesty (for example, working in groups when individual work is required or handing in similar assignments to different courses).

It is the student’s responsibility to learn the appropriate methods of citing the sources they have used. Guidelines are provided in ACP1000 EuNC Orientation.

Any student who knowingly assists another student in dishonest behaviour is equally responsible.

Academic dishonesty is a serious ethical violation of academic integrity. The **minimum** penalty for academic dishonesty will be failure of the assignment. At the discretion of the teacher and the LC Committee, more stringent measures may be applied, including failure of the course, academic probation, or academic suspension” (EuNC Academic Catalogue).

### Language Proficiency and Academic Style

“As a general rule, 10% of the grade for all written assignments is based upon language use: proficiency in grammar and spelling, as well as the ability to communicate clearly” (EuNC Academic Catalogue).

It is expected that students will follow the academic style adopted by their Learning Centre (please review ACP1000 EuNC Orientation) as they complete written assignments.

### **Class Participation**

“Education at EuNC is more than just learning facts – it is that, but also involves the building of character, deepening one’s walk with Christ, and building skills for life and ministry. In order to achieve these goals, students are expected to actively participate in their classes. For in-class courses or those utilizing video conferencing, this means both being in attendance of those sessions and actively being a part of the discussions. For online classes, this means connecting to the course regularly during the week and keeping up with the forums and assignments that have been developed.

If a student is unable to attend a class session or connect to the online component of their course, they need to communicate with the teacher, as much in advance as possible, to explain the reason (illness or other unavoidable circumstances) and make up the work accordingly.

For an online or hybrid course, how often the student needs to connect to the course content each week and what constitutes that (logging in, watching a video, responding to a forum, etc.) will be defined in the specific attendance/participation requirements of the course. This will define the students’ attendance/participation expectations.

Penalties may be assigned by the teacher for not meeting attendance/participation expectations. These specific penalties will be indicated in the syllabus.

” (EuNC Academic Catalogue).

### **Late Submission of Assignments**

All course requirements need to be submitted to Moodle by the due date. For work that is submitted late, 10% of the possible grade will be deducted for each day it is late. No assignments will be accepted by the teacher 72 hours after the due date and hour.

“The teacher has the freedom to give students extensions if they approach the teacher in time with valid reasons” (EuNC Academic Catalogue).

### **Intellectual Property**

“All teacher created syllabi are the property of EuNC. Other institutions may use material and components of courses after permission has been asked of the Rector of EuNC, and with the acknowledgement of EuNC as the source.” (EuNC Academic Catalogue).

### **Course Evaluations**

“Part of the requirements for every course is that students complete the student course evaluation. The aggregated student evaluations, as well as course data, may be used by the faculty member, LC administration and/or general administration of EuNC for ongoing assessment of the college” (EuNC Academic Catalogue).

## Appendix 1 – Common Assignment: Case Study Leadership Action Plan

The teacher will give students a case study that is relevant to their context and resembles a real-life local church/ministry situation. Information given will include a description of the church/ministry and an analysis of the health and effectiveness (including both strengths and weaknesses) of the church/ministry.

Based on the information provided, students will use class lectures, textbook reading and personal experience to develop a written leadership plan that, in their opinion, would improve the overall effectiveness of the church/ministry presented in the case study.

Keeping in mind the details of the case study, students should focus on both the strengths and the weaknesses of the church/ministry and spell out a detailed plan that aims at improving both (at least one strength and one weakness). Beside concrete action items, the plan should include a detailed explanation as to why the student thinks each action item is needed and what the expected results are. In other words, the structure of the paper should look roughly like this:

- Introduction
- Brief overall description of the action plan and the areas of strength and weakness the plan are addressing.
- Action Plan details
  - Area of strength/weakness #1
    - Action item #1
      - Reasoning behind action item #1
      - Expected results of action item #1
    - Action item #2
  - Reasoning behind action item #2
    - Expected results of action item #2
    - .....
  - Area of strength/weakness #2
    - Action item #1
      - .....
- Conclusion

A potential case study might look like this:

*I was a former pastor working a secular job when my wife and I sensed God's call back into pastoral work. We moved to Central Church, a traditional church in an industrial city of 500,000. Two decades before we arrived, a band of pioneering members from a church on the other side of town started a mission, meeting in a tent on what would become the front lawn of our property.*

*With evangelistic preaching and lots of follow-up visits to guests, the growing group eventually grew into a congregation that built their first building five years later. The church's culture was strongly influenced by the subculture of transplanted workers who had moved to the city for the relatively high paying, blue-collar jobs.*

*Year 1: Sensing the sickness*

*Our small church culture was typical of many small-town churches, complete with a strong-willed patriarchal old-timer and a "we've always done it this way" mentality. After a year of heartfelt preaching*

*and a couple hundred home visits, I concluded the church's culture was largely responsible for inhibiting growth beyond the 80 regular attendees.*

*I listened, learned, loved the people, and increasingly sensed that loving confrontation would be necessary for some who were standing in the way of progress. My saying to newcomers, "You're welcome here," wasn't convincing when some families looked offended if a newcomer sat in their pew.*

*A major conflict arose just after our first anniversary when one of the old-timers, an outspoken auto worker approaching his retirement, decided it was time for another pastor. I would have been number five in a line of pastors who had come and gone.*

*As he put it, "There are plenty of other churches with that modern music and namby-pamby preaching. All these new people can go there if that's what they want."*

*My wife and I chose to surround ourselves with mature Christians, hunker down to pray in our living room, and hold on for dear life.*

*A few months later when the smoke had cleared, only two families had left the church, the leading deacon's family and one other. We were left with 70 shaky saints to heal the wounds and write a kinder and gentler chapter in the congregation's history.*

*Shortly afterward, groups in our church began reading a book that changed the way we do church. Rather than dreaming huge dreams for God, we started listening for him to tell us what we were supposed to do. Instead of expecting every member to make evangelistic visits, we started looking for those who felt God was leading them to make those visits. God raised up three men with a heart for evangelism and the willingness to visit.*

*Not everyone appreciated the changes. They didn't like giving up their favourite hymn in "the red book" or putting up with noisy children in church, as God was bringing in new young families. Our church had begun a radical transformation, however, and with a new mindset, we felt the anchor lifted. We sailed with the wind of the Spirit. Newcomers felt more welcomed, the services felt less harsh, more celebrative, and people smiled more.*

*Year 2: Agree on vision*

*One Sunday evening an older member described how God was working through two of our members in the prison ministry.*

*Wanting more people to hear stories of God at work, we turned several Sunday nights into "town meetings"—to hear what people sensed God wanted for our church. After teaching on the subject of hearing from God, we held a leadership retreat, where we listed and prioritized all that we felt God was leading us to do.*

*Our honest and prayerful evaluation of our program was like a dental check-up. Some programs appeared as decay. They weren't terribly painful to our church, but they were sapping energy from those who could serve more effectively elsewhere.*

*Wednesday night missions classes fell in that category, yet for two years we ignored the cavity. I felt this program occupied key leaders who could've invested in evangelism or home Bible studies. But they seemed committed to missions, so I didn't push change.*

*We struggled along with a traditional Sunday night program, reaching a dozen adults, with a half-dozen children. I felt we had too many programs that fed the faithful flock and not enough that reached out to lost sheep.*

*Nevertheless most felt the church was moving closer to God's vision for us, which included an openness to change and a more contemporary style of worship.*

*That word style began to appear more often in our vision meetings, and I realized the problems people had with our church had more to do with style than substance. We agreed on most of the whys; it was the hows that caused consternation.*

*We were doing many things poorly rather than a few things well. Many people expressed relief that we were listening more intently to what God wanted rather than just "doing church." We were working free from program expectations, and we were growing in our awareness that relationships matter more than ritual.*

*By the end of year two, most of the families who had been the backbone of the former culture had left. For years they had fostered an attitude that church growth was the pastor's job. Unfortunately, even with their departure, that attitude lingered. Folks didn't mind showing their support on Sunday morning, but I failed to see many willing to take responsibility for others' spiritual growth.*

*I wrote a prescription for year three: Develop a new backbone, a new core of leadership.*

*Year 3: Backbone exercises*

*Our congregation's culture was now quite different from when we arrived. People trusted each other more, and our business meetings, now quarterly instead of monthly—and much less stressful—focused more on vision and outreach than on maintaining programs and who was spending money. Our services blended styles of music, accommodating many tastes.*

*Our offerings had increased. We paid off our building debt, and our members seemed excited about future plans for growth, including an expanded parking lot, a new wing for classrooms, and eventually a new sanctuary. Then we diligently developed a team of lay ministers, each taking different aspects of pastoral ministry and outreach.*

*It seemed as though someone poked a hole in our balloon and all the energy leaked out. Attendance at our monthly lay ministry meetings diminished; enthusiasm for new tasks waned. We had lived through several ups and downs, but as the offerings diminished and attendance shrank, and as two more key families moved (this time for new jobs), I began asking myself a nagging question: What if I am the one holding these people back from accomplishing God's plan?*

*I knew I wasn't the most capable administrator, yet I had worked hard to compensate for this by developing my skills and surrounding myself with the administratively talented. I pushed the question aside.*

*We inventoried our current ministries. Assessing where we saw God at work, we realized we were doing quite a bit for a small church, including Bible studies for all ages, missions education, a women's group, a food pantry, ministries to two nearby prisons and a nursing home, ongoing discipleship courses, and a creative worship team.*



*Still, we didn't see lasting numerical growth. We had tried to prune excess programs and meetings and to focus on those tasks where we felt God was working. But we still seemed to be inching along, watching new members hop on at the same rate the old ones jumped off. We reached new people for Christ, but others became dissatisfied and moved on.*

#### *Year 4: Flat-out but inching along*

*Early in our fourth year I spent two weeks putting our vision on paper. I had involved as many in our congregation as possible beforehand, getting their input, asking, "Where do you see God at work in our church? Where do you believe he is leading us?"*

*I knew I had to take the lead in communicating the vision, but I purposely avoided making the vision my vision. I trusted that God would reveal his plan to all of us, speaking just as strongly through other members as he did through me.*

*We agreed on most of the whys; it was the hows that caused consternation.*

*We continued to see personal growth in our leaders, including two young couples who began an upbeat evangelism and an introductory Bible study on Sunday nights.*

#### *Year 5: Tighten the vision focus*

*Last year was our best. We added four families to the congregation, two of them being baby Christians. My confidence grew, both in my preaching and leadership.*

*Administration still nagged me like a weak ankle. Each time I took my eyes off the call, I began to feel inadequate, wondering if I was holding the church back.*

*We were doing all the right things, I thought. Our Sunday school was well organized. Marriages were being saved and strengthened. People with serious emotional scars were finding healing. We weren't growing, but it was obvious God was at work.*

#### *Year 6: What's next?*

*This is year six. We're still plodding along with the same eight to ten baptisms per year, the same 70 or so in Bible studies, the same 100 on Easter and Christmas.*

*Though we've seen some people grow tremendously, we haven't seen a net gain in attendance, membership, or overall giving. We are still raising funds for the expanded parking lot, and are no closer to realizing our dream for a new sanctuary. The revolving door keeps turning with folks looking for a church with a bigger this or a better that.*

*Looking back at all the strategies we've implemented, the vision meetings we've held, the conferences our leaders have attended, it still appears that in size, we are just about where we were when I arrived.*

*Can you help us assess where we are and build a plan to get us where we need to go?*

**The following rubric will be used to grade this assignment**

	<i>Excellent to Good Work</i>	<i>Adequate to Poor Work</i>	<i>Unsatisfactory Work</i>	<i>Total</i>
Introduction	Clear and concise. Sets the tone well for the rest of the paper.	Fair. It introduces the paper but not clearly and concisely	Inadequate. Unclear. Fails to introduce the paper adequately.	
Points	9-10 points	6-8 points	0-5 points	
Overall description	Clear. Reflects the actual plan.	Good but does not completely reflect the plan.	Unclear. Does not reflect the plan.	
	9-10 points	6-8 points	0-5 points	
Assessment	Fair and insightful assessment of the situation. The student captured the essence and details of the situation	The student's assessment is overall OK. Yet, not all of the aspects of the situation have been taken into consideration	The students exhibited a limited understanding of the situation	
Points	25-30 points	15-24 points	0-14	
Action plan	Clear and specific action plan. Clear and specific action items, with clear criteria and reasonable expectations.	Good, but lacks specificity or clarity at various junctions.	Inadequate plan. Clarity and specificity largely lacking.	
Points	30-40 points	15-29 points	0-14 points	
Language Proficiency and Academic Style	1% or less of grammar and/or spelling errors, in relation to word count. Demonstrates ability to communicate clearly. Correct formatting.	2% or less of grammar and/or spelling errors, in relation to word count. Could communicate more clearly. Essentially correct formatting.	More than 2% of grammar and/or spelling errors in relation to word count. Not communicated clearly. Flawed formatting.	
Points	10-8 points	7-6 points	5-0 points	
Total points				

**Additional comments (areas in which the student did well and where he/she can improve):**

## Appendix 2 – Grading Rubrics for Other Assignments

### Paper “One Who Shaped Me”

	<i>Excellent to Good Work</i>	<i>Adequate to Poor Work</i>	<i>Unsatisfactory Work</i>	<i>Total</i>
Introduction of the person	Introduction is very clear and the reader is given enough details about the person	Introduction is somewhat clear and the reader is given some details about the person	Introduction is not clear and the reader is not given enough details about the person	
Points	8-10 Points	5-7 Points	0-4 Points	
Location / Context of the relationship	The context of the relationship is described in detail and makes clear for the reader how person has influenced student	The context of the relationship is somewhat described in detail and reader has a fairly clear idea of how person has influenced student	The context of the relationship is not clear and it's difficult to see how person has influenced student	
Points	12-15 Points	8-11 Points	0-7 Points	
Description of character and behaviour	The description is detailed and examples are given	The description is somewhat detailed	Description is unsatisfactory and few details are given	
Points	12-15 Points	8-11 Points	0-7 Points	
Language Proficiency and Academic Style	1% or less of grammar and/or spelling errors, in relation to word count. Demonstrates ability to communicate clearly. Correct formatting.	2% or less of grammar and/or spelling errors, in relation to word count. Could communicate more clearly. Essentially correct formatting.	More than 2% of grammar and/or spelling errors in relation to word count. Not communicated clearly. Flawed formatting.	
Points	10-8 points	7-6 points	5-0 points	
Total Points (50 Possible)				

**Additional comments (areas in which the student did well and where he/she can improve):**