



STRATEGIC LEADERSHIP IN CHRISTIAN EDUCATION: CEAM9401

New Orleans Baptist Theological Seminary
Christian Education Division

Dr. Bob Welch PhD

Professor of Church Administration
New Orleans Baptist Theological Seminary
Dodd Building 206
3939 Gentilly Boulevard
New Orleans, LA 70126
bwelch@nobts.edu (504) 282-4455 Ext. 3249

Dr. Jody Dean, PhD

Assist Professor of Leadership and Administration
New Orleans Baptist Theological Seminary
Dodd Building 111
3939 Gentilly Blvd
New Orleans LA 70126
jdean@nobts.edu (504) 282-4455 ext 3349

*The mission of New Orleans Baptist Theological Seminary is to equip leaders to fulfill
the Great Commission and the Great Commandments through the local church.*

Purpose of the Course

The purpose of this seminar is to provide quality theological education for students in the area of advanced leadership in the context of Christian Education the local church, the Christian institution or organization.

Core Value Focus

Doctrinal Integrity – Knowing that the Bible is the Word of God, we believe it, teach it, proclaim it, and submit to it. The doctrinal statements used in our evaluations are our Articles of Religious Belief and the Baptist Faith and Message Statement.

Spiritual Vitality – We are a worshipping community, with both personal spirituality and gathering together as a Seminary for the praise and adoration of God and instruction in His Word.

Mission Focus – We are not here merely to get an education or to give one. We are here to change the world by fulfilling the Great Commission and the Great Commandments through the local church and its ministries.

Characteristic Excellence – What we do, we do to the utmost of our abilities and resources as a testimony to the glory of our Lord and Savior Jesus Christ.

Servant Leadership – We follow the model of Jesus and exert leadership and influence through the nurture and encouragement of those around us.

Annually, the President will designate a core value that will become the focus of pedagogy for the year. For 2013-2014 academic year that Core Value is _____.

Curriculum Competencies Addressed

This course will address the following curriculum competencies: (Include only those competencies address in your course.)

1. *Interpersonal Skills*: Understand how to build relationships with other ministry leaders within the local church or Christian organization.
2. *Servant Leadership*: Determine how the local church leaders and ministry managers can serve one another while still providing the appropriate leadership required for the effectiveness of operation, management, and ministry.

3. *Spiritual and Character Formation*: As a leadership team intentionally “grow up in all things into Him who is the head – Christ” (Eph. 4:15b, NKJV).

Course Description

Leadership principles, philosophies, hazards, and trends are investigated through research and lectures. Papers are presented and discussed, and several leadership theories are evaluated.

Learning Objectives

By the end of this seminar, the student should be able to:

1. Define leadership and explain various theories of Christian Education leadership with particular focus on leadership that is Christian.
2. Describe the effect of variables such as power, authority, conflict, organizational climate, and purpose on the practice of leadership.
3. Illustrate the managerial process of leadership and discuss the functional areas such as decision making, communication, motivation, staff selection, and staff development.
4. Examine the implications of purposeful leadership in the growth and effectiveness of the local church, Christian educational non-profit organization, or Christian institution of higher education particularly in regard to the Christian educational context.

Required Readings

The following texts and resources are required reading for class discussions and are to be read in their entirety unless otherwise specified.

Required Texts

The following text and resources are required reading for class discussions of assignment one and are to be read in their entirety prior to the first day of class (19 September 2013).

Anthony, Michael. *Introducing Christian Education: Foundations for the twenty first century*. Grand Rapids: Baker Books, 2001.

Estep, James, Michael Anthony and Greg Alison. *A Theology for Christian Education*. Nashville: B&H Publishers, 2008.

Gangel, Ken and Warren Benson. *Christian Education: Its history and philosophy*. Eugene OR: Wipf and Stock Publishers, 2002

Habermas, Ron. *Introduction to Christian Education and Formation*. Grand Rapids: Zondervan Press, 2008.

Malphurs, Aubrey. *Advanced Strategic Planning*. Grand Rapids: Baker Books, 2005.

Yount, Rick. *Created to Learn: A Christian educators introduction to educational psychology* 2nd ed. Nashville: Broadman and Holman Publishers, 2010.

Course Teaching Methodology

Units of Study

- I. Foundational Leadership Principles
- II. Leadership in the Context of the Christian Organization
- III. Strategic Leadership Applied to the Context of Christian Education

Teaching Method. The format of the seminar will be that of student report and discussion with professional referee by the faculty conveyor. For Units I and II students will be asked to make

presentations from assigned topics. For Unit III all students will be expected to make presentations and lead in discussion of their assigned topic.

Assignments and Evaluation Criteria

All students must register for this course on Blackboard and complete all pre-work required on the site. Directions for registering and submission of papers will be provided at the beginning of the semester. Submission of the following assignments will be via Blackboard.

1. Historical Leadership Principles:

The student will read the required texts and select from each document three to four principle leadership attributes that address the historical, foundational, or empirical precept for effective Christian education. During the first on-campus seminar meeting these noted concepts will be discussed – book-by-book. Students will post their findings on BlackBoard one week prior to the seminar meeting and all students will be expected to have read their peer's papers. Assignments for class presentation will be made by the professor prior to the seminar date.

2. Leadership in the Context of the Christian Organization

The student will read materials from the three venues of Christian Education Leadership below and prepare a discussion paper of 3 to 4 pages in length for each text in the topical area. Papers will be posted on BlackBoard one week prior to the seminar meeting. Each student is to read each other's paper and come prepared to discuss the merits of the leadership principles and educational philosophy given.

The venue of the Local Church

Spooner, Bernard, gen ed. *Christian Education Leadership: Making disciples in the 21st century*.

Coppell TX: Christian Leadership Publishing, 2012.

McKinney, Lora-Ellen. *Christian Education in the African-American Church*. Valley Forge PA:

Judson Press, 2003.

or

Yount, Rick, *The Teaching Ministry of the Church* 2nd ed. Nashville: Broadman & Holman, 2008

The venue of a Christian Organization

Green, Albert. *Reclaiming the Future of Christian Education*. Colorado Springs: ASCI Publishing, 2003.

Pazmino, Robert. *Foundational Issues in Christian Education: An introduction in evangelical perspective*. Grand Rapids: Baker Books, 2008.

The venue of a Christian Institution of Higher Education

Dockery, David. *Faith and Learning: A handbook for Christian higher education*. Nashville: B&H Publishers, 2012.

Longman, Karen. *Thriving in Leadership: Strategies for making a difference in Christian higher education*. Abilene TX: Abilene Christian University Press, 2012.

3. Strategic Leadership Applied in the Context of the Christian Organization

The student will develop a 30-40 page research paper on a topic dealing with educational leadership in either the church, Christian organization, or Christian institution of higher education. The paper will include:

- a. A biblical rationale for leadership in general and as it relates to the particular area of study the student has chosen to research. Examples for Scripture should be used to demonstrate the principles.
- b. A complete discussion of the leadership theory, principle, paradigm, or practice.

- c. Specific examples of effective application for the context for which the paper addresses.

The student will post their paper on line in BlackBoard one week prior to the seminar meeting. The seminar presentation of the research will be a creative presentation and not a recitation of the paper (the paper will already have been read) and should seek to involve the seminar participants in a meaningful dialogue and discussion. The presentation and discussion should not last longer than one hour and half.

Course Policies

Classroom Decorum

Participation is required for every course session due to the interactive learning format of the seminar. A positive attitude can only enhance the learning experience. Therefore, for the purposes of this class, a *positive attitude* and *participation* are defined as productive and interactive engagement with classroom presentations and classroom dialogues throughout a full course session. You cannot participate effectively if you are not focused on the subject matter while in the classroom. Consequently, the student is expected:

- To come to class with a constructive point of view, prepared to interact with the readings and resources on the course topic in discussion groups and classroom dialogues.
- To dress appropriately and in accordance with the NOBTS Student Handbook.
- To turn off cell phones and not to accept any phone calls and text messages during class.
- To use laptops appropriately during class.
- ***Please remember you are PhD students!***

Absences and Late Assignments

Absences are not permitted and late assignments will not be accepted. Assignments must be submitted in the timeframe given in the assignments above. No grades of Incomplete will be issued for this seminar.

Assignment Format

Unless otherwise specified in this syllabus, all papers will be produced in a Microsoft Word format using the writing style of Turabian 6th edition. Papers will be created in accordance with the standards established in the Doctoral Program Handbook. Copies of all papers will be distributed to each member of the seminar via BlackBoard. DO NOT POST YOUR DOCUMENT IN A PDF FORMAT. A copy of any PowerPoint presentation, in hand-out format, 4 slides to a sheet, will be provided the professors before the presentation begins.

Course Schedule

Four seminars will convene:

1. An internet dialogue to introduce the seminar: Friday 23 August 2013
2. Unit One: Leadership Principles in Christian Education:
Thursday 19 September 1:00 – 9:00 pm CST and Friday 20 September 8:00 – 11:00am CST
3. Unit Two: Leadership in the Context of the Christian Organization
Thursday 7 November 1:00 – 9:00 pm CST and Friday 8 November 8:00 – 11:00am CST
4. Unit Three: Strategic Leadership Applied in the Context of the Christian Education
Thursday 5 December 1:00 – 9:00 pm CST and Friday 6 December 8:00 – 11:00am CST

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- _____, Jack Hayford, and Ben Patterson. *Who's in Charge?* Sisters, OR: Multomah Press, 1993.
- Anderson, Terry D. *Transforming Leadership: New Skills for an Extraordinary Future*. Massachusetts: Human Resources Development Press, Inc., 1992.
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- Anthony, Michael and James Estep, Jr. *Management Essentials for Christian Ministry*. Nashville: Broadman & Holman, 2005.
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- _____. and Patricia Ward Bierderman. *Organizing Genius: The Secrets of Creative Collaboration*. Massachusetts: Addison-Wesley Publishing Company, Inc., 1989.
- _____. and Joan Goldsmith. *Learning to Lead: A Workbook on Becoming a Leader*. Reading: Addison-Wesley, 1994.
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