

**Louisville Presbyterian Theological Seminary**  
**CM 4193 Leadership and Administration: A Seminar in the Theology and**  
**Practice of Congregational Ministry**  
**Fall 2014**  
**Schlegel Hall 120**  
**Thursdays 6:00-9:00PM**  
**Dr. Brian J. Wells**

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**Course Description:**

In this seminar, participants will reflect theologically on the practice of leadership and administration in congregational ministry, begin the formation of effective approaches to administrative in the church, and build a spiritual, intellectual and pastoral repertoire for addressing the practical issues of the organizational life of the congregation. Topics for research and reflection include: ethics of leadership, comparative analysis of leadership styles from various American cultures, adapting leadership style to the culture and size of a congregation. Hierarchies and networks as alternate structures of leadership, the ministry of the laity, personnel, financial, and program administration, and nurturing healthy structures in the church.

**Objectives:**

- Students will progress in their ability to reflect theologically on the practice of leadership and administration in congregational ministry as demonstrated in a growing ability to bring theological and human science knowledge to bear on actual stories of church life.
- Through experience, reflection, and mutual discernment students will identify and adapt effective approaches to administrative leadership in the church, including the ability to adapt their leadership approaches to culturally diverse contexts for ministry.

**Main Themes in the Seminar**

- What does it mean to lead in the context of a church?
- Theological foundations for ministry – the importance of identity and discovering one's own voice/vocation.
- The importance of self-care as a leader – Sabbath Practices.
- Stewardship in the Church – People, Finances, Programs, Community.
- Ministries of Mercy and Justice – Balancing In-Reach with Outreach.
- Contextualizing Leadership in Comparative Politics.
- Generational Leadership Expectations – Contrasts and Comparisons.
- Balancing "Church" with Everything Else – Bi-vocational Existence in Ministry.

## **Teaching Methodology**

This course will be taught as a seminar, with students taking responsibility for dialogue and reflection on each of the themes of the course based on the assigned readings and their own experience and research on the topic. The professor will also be responsible for dialogue and reflection on some of the topics. The basic methods of practical theological reflection and action will be utilized by the students for their work.

## **Course Requirements**

- Reflection Papers: Each student will write a one-page reflection paper (total of eight) on the assigned readings and the class discussions (50% of total grade).
- Case Study: A case study paper will be written by each student based on their learning goals (30% of total grade).
- Substantive and meaningful participation and dialogue is vital for all students (20% of total grade).

## **Grading**

Since this is a graduate-level seminar, each student's evaluation and learning goals will be considered. The professor will not give as much evaluative feedback on class presentations in order to encourage students to learn to evaluate themselves based on their own goals and feedback they receive from peers. Class participation and case studies will provide the material for evaluation. There will be ten one-page papers and one case study, which acts as the culmination of the learning. Class discussion, written reflection and substantial participation are such a large part of the learning experience, that regular attendance is a critical successive factor.

## **Grading Scale:**

A = 93 and above	B+ = 87-89	C+ = 77-79	D+ = 67-69
A- = 90-92	B = 83-86	C = 73-76	D = 63-66
	B- = 80-82	C- = 70-75	D- = 60-62
			F = 59 and below

## **Academic Honesty**

All work turned in to the instructors is expected to be the work of the student whose name appears on the assignment. Any borrowing of the ideas or the words of others must be acknowledged by quotation marks (where appropriate) and by citation of author and source. Students unfamiliar with issues relating to academic honesty can find help from the staff in the Academic Support Center and should make use of the available resources at an early date, since violations of seminary policy on academic honesty can lead to a failing grade for the course.

### **Use of Inclusive Language**

In accordance with seminary policy, students are to use inclusive language in class discussions and in written and oral communication by using language representative of the whole human community in respect to gender, sexual orientation, ethnicity, age, and physical and intellectual capacities. For more information see: <http://lpts.libguides.com/content.php?pid=469569&sid=4083885> Direct quotations from theological texts and translations of the Bible do not have to be altered to conform to this policy. In your own writing, however, when referring to God, you are encouraged to use a variety of images and metaphors, reflecting the richness of the Bible's images for God.

### **Academic Honesty**

All work turned in to the instructors is expected to be the work of the student whose name appears on the assignment. Any borrowing of the ideas or the words of others must be acknowledged by quotation marks (where appropriate) and by citation of author and source. Use of another's language or ideas from online resources is included in this policy, and must be attributed to author and source of the work being cited. Failure to do so constitutes plagiarism, and may result in failure of the course. Two occurrences of plagiarism may result in dismissal from the Seminary. Students unfamiliar with issues related to academic honesty can find help from the staff in the Academic Support Center. For more information, see the Policy for Academic Honesty in the Student Handbook.

### **Special Accommodations**

Students requiring accommodations for a documented physical or learning disability should be in contact with the Director of the Academic Support Center ([kmapes@lpts.edu](mailto:kmapes@lpts.edu)) during the first two weeks of a semester (or before the semester begins) and should speak with the instructor as soon as possible to arrange appropriate adjustments. Students with environmental or other sensitivities that may affect their learning are also encouraged to speak with the instructor.

### **Citation Policy**

Citations in your papers should follow Seminary standards, which are based on these guides:

American Psychological Association. *Publication Manual of the American Psychological Association*. 6th ed. Washington, DC: American Psychological Association, 2010.

Turabian, Kate L., Wayne C. Booth, Gregory G. Colomb, and Joseph M. Williams. *A Manual for Writers of Research Papers, Theses, and Dissertations: Chicago Style for Students and Researchers*. 8th ed. Chicago: University of Chicago Press, 2013.

*The Chicago Manual of Style*. 16th ed. Chicago: University of Chicago Press, 2010.

Copies of these guides are available at the library and in the Academic Support Center.

### **Attendance Policy**

According to the Seminary catalog, students are expected to attend class meetings regularly. In case of illness or emergency, students are asked to notify the instructor of their planned absence from class, either prior to the session or within 24 hours of the class session (please send an email or a text message: [bjwells007@aol.com](mailto:bjwells007@aol.com) or (502.475.4753). Six or more absences (1/4 of the course) may result in a low or failing grade in the course.

### **Required Readings**

Anderson, Ray S. *Theological Foundations for Ministry*. Edinburgh: T&T Clark, 1979.

Block, Peter. *Stewardship: Choosing Service Over Self-Interest, Second Edition*. San Francisco, 2013.

Cowan, Steven B. *Who Runs the Church? 4 Views on Church Government*. Grand Rapids: Zondervan, 2004.

Echols, Steve. *Developing Ministry Teams in Bivocational Ministry*.  
[http://www.bivocational.org/BIVO/GuideStone/Developing Ministry Teams in Bivocational Ministry.pdf](http://www.bivocational.org/BIVO/GuideStone/Developing_Ministry_Teams_in_Bivocational_Ministry.pdf)

Hotchkiss, Dan. *Governance and Ministry: Rethinking Board Leadership*. Herndon, Virginia: The Alban Institute, 2009.

Linthicum, Robert C. *Why Some Churches Succeed and Others Don't*.  
<http://www.rclinthicum.org/ChurchOfPowerCh02b.pdf>

Regele, Mike. *Death of the Church*. Grand Rapids: Zondervan, 1995.

Rendle, Gilbert R. *Leading Change in the Congregation: Spiritual and Organizational Tools for Leaders*. Washington DC: The Alban Institute, 1998.

Stone, Bryan P., and Claire E. Wolfeich. *Sabbath in the City: Sustain Urban Pastoral Excellence*. Louisville: Westminster John Knox, 2008.

### **Class Schedule, 2014**

Sept 4	Classes begin, Introduction to the Class and Each Other; Establishment of Individual Learning Goals
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Sept 11	What does it mean to lead in the context of a church? <b>Read for Today:</b> Rendle, chapters 1-6
Sept 18	Theological foundations for ministry – the importance of identity and discovering one’s own voice/vocation. Reflection papers due #1 <b>Read for Today:</b> Anderson, chapters 1-4
Sept 25	Theological foundations for ministry, continued. <b>Read for Today:</b> Anderson, chapters 17-20
Oct 2	The importance of self-care as a leader – Sabbath Practices. Reflection papers due #2 <b>Read for Today:</b> Stone and Wolfteich
Oct 9	Stewardship in the Church – People, Finances, Programs, Community. Reflection papers due #3 <b>Read for Today:</b> Block, chapters 1-4, 5 Guest: Rev. Lesa Dae, Director of Ministries, St. Stephen Church
Oct 13-17	Research and Study Week (no classes)
Oct 23	Stewardship in the Church, continued. <b>Read for Today:</b> Block, chapters 7-11, 13
Oct 30	Ministries of Mercy and Justice – Balancing In-Reach with Outreach. Reflection papers due #4 <b>Read for Today:</b> Linthicum
Nov 6	Contextualizing Leadership in Comparative Politics. Reflection papers due #5 <b>Read for Today:</b> Cowan, chapters 1-4
Nov 13	Generational Leadership Expectations – Contrasts and Comparisons. Reflection papers due #6 Reading for Today: Regele, chapters 1, 6-14
Nov 20	Balancing “Church” with Everything Else – Bi-vocational Existence in Ministry Reflection papers due #7 <b>Read for Today:</b> Hotchkiss, chapters 1-4, 7; Echols
Nov 27-28	Thanksgiving recess
Dec 4	Last day of classes; Course Summation Reflection papers due #8

Dec 10-11      Case Studies are Due.  
Course Evaluations

Dec 12          Fall term ends