Online Course Syllabus
MIN 625 LO2.A
Topics in Leadership: Team Building
Spring 2020

Contact Information
Instructor Name: David Edgell
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Instructor Phone: 757-810-4774
Instructor Office Hours: n/a

Course Description and Prerequisites
A detailed study, with a significant research component, about a selected topic in Christian leadership. This course may be repeated for credit when the topic studied differs. Open to graduate students who are completing their final 18 hours of an M.A. The study topic is team-building.

Course Objectives
At the end of this course, the student should demonstrate the ability to satisfy the following course outcomes:
1. Theology: to understand and have knowledge to apply the biblical and theological foundations of team building.
2. Biblical Studies: to identify and develop principles of team building through a study of Nehemiah.
3. Integration: to develop a team building strategy for your current ministry context.
4. Academic Advancement: to progress in critical thinking and writing skills.

Required Textbooks
Nehemiah. Holy Bible.

Buckingham, Marcus, and Donald Clifton. *Now, Discover Your Strengths.* New York: The
    Free Press, 2001.

Dungy, Tony. *The Mentor Leader*. Carol Stream, IL: Tyndale House, 2010.

Gangel, Kenneth. *Team Leadership in Christian Ministry: Using Multiple Gifts to Build a Unified Vision.*
Chicago: Moody Press, 1997.

Osborne, Larry. *Sticky Teams: Keeping Your Leadership Team and Staff on the Same Page*.
Grand Rapids, 2010

Course Requirements and Assignments
1. Article Submissions. Each week, students will find an article written on evangelism or team ministry and post a brief description of the article in the Discussion Board. Students must also include a link to the article or bibliographic information on the article. These posts must be posted by Sunday each week by 11:59pm. (25% of grade)

2. Book Review. Each student will submit review of the book *Sticky Teams* by
   Wayne Cordero. Guidelines for the review are in the Criswell Style Manual. (20% of grade)
   Due Sunday of Week 3.

3. Team Building Leader Interview Paper. Each student will interview a proven team building
   leader and submit a six (6) page paper, not including the title page, appendices, and
   bibliography, detailing the team-building principles/practices used in the leader's occupation
   and a critical evaluation of these principles/practices. A grading rubric will be put on
   Blackboard. The following outline should be observed:

   I. Introduction and thesis statement (1/2 page)
   II. Body of Paper (4 pages)
     A. Brief bio of leader and his occupation (Approximately 1 pages)
     B. Principles/Practices of Team-Building (Approximately 1 pages)
     C. Critical evaluation of principles/practices (Approximately 2 pages)
   III. Conclusion (1/2 page)

   This assignment will count for 25% of the student's grade. Due Sunday of Week 5.

4. Team-Building Strategy Paper. Utilizing what the student has learned in the
   course, the student will write a team-building strategy for the student's ministry. The strategy
   will be a fifteen (15) page, double-spaced paper, not including appendices, bibliography, etc.
   The paper should be in your own words with less than 30% quotations from other materials. A
   grading rubric will be posted in Canva.

   The following outline should be observed:
   I. Introduction with thesis statement (1/2 page)
   II. Body of Paper (14 pages)
     A. Brief bio and summary of ministry context (Approximately 4 pages)
     B. Evaluation of current ministries (Approximately 5 pages)
     C. Team Building Strategy for Ministry Context (Approximately 5 pages)
   III. Conclusion (1/2 page)

 This paper will count for 30% of the student's grade. Upload to Canva. Due Sunday of Week 8.

Attendance

Students are responsible for enrolling in courses for which they anticipate being able to participate weekly
during the weeks appearing on course schedules, and then making every effort to do so. Such participation may
include the following: completing quizzes or exams; emailing faculty or class members as part of an assignment;
discussion board posting or response; turning in an assignment; or other communication reflecting ongoing
learning in the course. When unavoidable situations result in non-participation, students are responsible for
acquiring any information missed. Professors are not obliged to allow students to make up missed work. Per

their independent discretion, individual professors may determine how participation affects students' ability to meet course learning objectives and whether participation affects course grades..

Grading Scale

A	93-100	4.0 grade points per semester hour
A-	90-92	3.7 grade points per semester hour
B+	87-89	3.3 grade points per semester hour
B	83-86	3.0 grade points per semester hour
B-	80-82	2.7 grade points per semester hour
C+	77-79	2.3 grade points per semester hour
C	73-76	2.0 grade points per semester hour
C-	70-72	1.7 grade points per semester hour
D+	67-69	1.3 grade points per semester hour
D	63-66	1.0 grade point per semester hour
D-	60-62	0.7 grade points per semester hour
F	0-59	0.0 grade points per semester hour

Incomplete Grades

Students requesting a grade of Incomplete (I) must understand that incomplete grades may be given only upon approval of the faculty member involved. An "I" may be assigned only when a student is currently passing a course and in situations involving extended illness, serious injury, death in the family, or employment or government reassignment, not student neglect.

Students are responsible for contacting their professors prior to the end of the semester, plus filing the appropriate completed and approved academic request form with the Registrar's Office. The "I" must be removed (by completing the remaining course requirements) no later than 60 calendar days after the grade was assigned, or the "I" will become an "F."

Academic Honesty

Absolute truth is an essential belief and basis of behavior for those who believe in a God who cannot lie and forbids falsehood. Academic honesty is the application of the principle of truth in the classroom setting. Academic honesty includes the basic premise that all work submitted by students must be their own and any ideas derived or copied from elsewhere must be carefully documented.

Academic dishonesty includes, but is not limited to:
- cheating of any kind,
- submitting, without proper approval, work originally prepared by the student for another course,
- plagiarism, which is the submitting of work prepared by someone else as if it were his own, and
- failing to credit sources properly in written work.

Institutional Email Policy

All official college email communications to students enrolled in this course will be sent exclusively to students' institutional email accounts. Students are expected to check their student email accounts regularly and to respond in an appropriate and timely manner to all communications from faculty and administrative departments.

Students are permitted to setup automatic forwarding of emails from their student email accounts to one or more personal email accounts. The student is responsible to setup and maintain email forwarding without assistance from college staff. If a student chooses to use this forwarding option, he/she will continue to be responsible for responding appropriately to all communications from faculty and administrative departments of the college. Criswell College bears no responsibility for the use of emails that have been forwarded from student email accounts to other email accounts.

Identity Verification

Students enrolled in Distance Education courses are required to present a photo ID to verify their participation in each course at the beginning of the term. Confirmation will occur through live-streamed meetings, video assignments, scheduled video conference calls, and/or another online video medium the professor assigns.

Disabilities

Criswell College recognizes and supports the standards set forth in Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990, and similar state laws, which are designed to eliminate discrimination against qualified individuals with disabilities. Criswell College is committed to making reasonable accommodations for qualifying students, faculty, and employees with disabilities as required by applicable laws. For more information, please contact the Student Services Office.

Intellectual Property Rights

Unless otherwise specifically instructed in writing by the professor, students must neither materially nor digitally reproduce materials from any course offered by Criswell College for or with the significant possibility of distribution.

Resources and Support

Canvas and SONIS: Criswell College uses Canvas as its web-based learning tool and SONIS for student data. Students needing assistance with Canvas should contact the Canvas Help Support line at (844) 358-6140. Tech support is available at this number, twenty-four hours a day. Students needing help with SONIS should contact the Campus Software Manager at studenttechsupport@criswell.edu.

Student Services: The Student Services Office exists to foster and encourage success in all areas of life—physical, intellectual, spiritual, social, and emotional. Students are encouraged to reach out for assistance by contacting the office at 214.818.1332 or studentservices@criswell.edu. Pastoral and certified counseling services are also available to Criswell students. Appointments are scheduled through the Dean of Students, at deanofstudents@criswell.edu.

Wallace Library: Students can access academic resources and obtain research assistance by visiting the Wallace Library, which is located on campus. For more information, go to the library website, or email the Wallace Library at library@criswell.edu.

Writing Center: Students are encouraged to consult with writing tutors to improve and enhance their skills and confidence by practicing techniques of clear and effective writing. To consult with a tutor, students can visit the Writing Center located on the first floor near the Computer Lab, or they can schedule an appointment by emailing writingcenter@criswell.edu or calling 214.818.1373.

Distance Education

Students participating in courses through Distance Education, with or without live interaction, must complete the academic requirements for those courses with the integrity and commitment necessary to participate in and benefit from all of the exercises provided by the professor for learning the subject matter of the course. Therefore, credit for Distance Education courses is the same as credit for courses taken on campus.

Distance education students can access information about Criswell College's Wallace Library at http://www.criswell.edu/current_students/library/. The Wallace Library manual is available at http://www.criswell.edu/current_students/library/library_handbook/.

Course Outline/Calendar

Date	Reading	PowerPoint	Assignments	Project Due Date
Week 1	Nehemiah	Nehemiah's Team Building Principles	Post Team Building Article	3/30/20
Week 2	Dungy, Ch. 1-6	The Make-Up of a Team Builder The Making of a Team Builder	Post Team Building Article	4/6/20
Week 3	Dungy, Ch. 7-9 & Q&A	The Means of a Team Builder	Post Team Building Article **Book Review Due**	4/13/20
Week 4	Buckingham, Intro-Ch. 3	Strength Building Concept Identifying Strengths	Post Team Building Article	4/20/20
Week 5	Buckingham, Ch. 4-7	Working through Strengths	Post Team Building Article **Team Building Leader Paper Due**	4/27/20
Week 6	Gangel, Intro-Ch. 5	Preparing Your Team Motivating and Mobilizing Your Team	Post Team Building Article	5/4/20
Week 7	Gangel, Ch. 6-15	Winning with Your Team	Post Team Building Article	5/11/20
Week 8	Gangel, Ch. 16-25 Conclusion	Persevering with Your Team	Post Team Building Article **Team Building Strategy Paper Due**	5/15/20

Selected Bibliography

Anderson, Leith and Fox, Jill. *The Volunteer Church: Mobilizing Your Congregation for Growth and Effectiveness.* Grand Rapids: Zondervan, 2015.

Bauknight, Brian. *Body Building: Creating a Ministry Team through Spiritual Gifts*. Nashville: Abingdon, 1996.

Cladis, George. *Leading the Team-Based Church*. San Francisco: Jossey-Bass, 1999.

Cordeiro, Wayne. *Doing Church as a Team*. Bethany House Publishers, 2004.

Douglas, Scott. Dream Teams: How to Build and Lead Winning Church Ministry Teams. Ranier Publishing, 2015.

Galloway, Dale. *Building Teams in Ministry*. Kansas City: Beacon Hill Press, 2000.

Gangel, Kenneth. Coaching Ministry Teams. Nashville, TN: Word Publishing, 2000,

Jaynes, Sharon. *Building an Effective Women's Ministry*. Eugene, OR: Harvest House, 2005.

Maxwell, John. *The 17 Indisputable Laws of Teamwork*. Nashville: Thomas Nelson, 2001.

McIntosh, Gary. *Staff Your Church for Growth*. Grand Rapids: Baker, 2000.

McKee, Jonathan. *The New Breed: Understanding and Equipping the 21st Century Volunteer*. Loveland, CO: Group, 2007.

Morgan, Tony. *Take the Lid Off Your Church*. Amazon Kindle Edition, 2012.

Osborne, Larry. *Sticky Church*. Grand Rapids: Zondervan, 2008.

Putman, Jim. *Church is a Team Sport.* Grand Rapids: Baker, 2008.

Smith, Pamela. *Team Building in the Church.* Bartlett, TN: Turning Point Publications, 2012.

Thompson, Janet. *The Team that Jesus Built: How to Develop, Equip, and Commission a Women's Ministry Team*. Birmingham: New Hope Publishers, 2011.

Tooker, Eric, and John Trent, and Rodney Cox. *Leading from Your Strengths*. Nashville: B&H, 2004.

Witt, Lance. *Hight-Impact Teams*. Grand Rapids: Baker, 2018.

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