



**On-Campus Course Syllabus**  
**MIN204.L1**  
**Leadership In A Global Context**  
**Fall 2021**

**Class Information**

**Day and Time:** Monday 4:46pm-7:15pm

**Room Number:** E208

**Contact Information**

**Instructor Name:** Dr. Bobby Worthington

**Instructor Email:** bworthington@criswell.edu

**Instructor Phone:** 214 818-1362

**Instructor Office Hours:** Monday: 10:00am-11:00am; 2:00-4:00pm; Tuesday: 3:00pm-4:00pm;

**Course Description and Prerequisites**

An introduction to the distinctive principles of Christian leadership with application to a variety of contemporary contexts.

**Course Objectives**

At the end of this course, the student should demonstrate the ability to satisfy the following course outcomes:

1. Biblical Studies: to have knowledge and to apply Christian leadership principles from the Bible and the life of Christ.
2. Theology: to understand and have knowledge to apply the biblical and theological foundations of Christian leadership.
3. Integration: to evaluate leadership principles and skills, and apply them to one's own context of ministry.

**Required Textbooks**

Malphurs, Aubrey, *Developing Emotionally Mature Leaders*, Grand Rapids: Baker Books, 2018.

ISBN: 9780801019449

Plueddmann, James E. *Leading Across Cultures, Effective Ministry and Mission in the Global Church*, Downers Grove, IL: InterVarsity Press, 2009. ISBN: 978-0-8308-2578-3

Youseff, Michael, *The Leadership Style of Jesus*, Eugene: Harvest House Publishers, 2013. ISBN: 978-0-7369-5230-9

## Course Requirements and Assignments

- A. **Class Participation (5%):** All students are required to come to class ready to participate actively in class discussion of lectures, reading assignments and case studies.
- B. **Christian Leadership Journal (20%):** All students are required to keep a weekly journal of leadership terms, definitions, principles, skills, assessments, philosophy and application during the semester from assigned textbook readings, lectures, class discussions, research and case studies. **Note: The assigned assessments in Malphurs' book are to be taken, summarized as a part of each weekly journal.** Students are required write 1-2 page summary and upload it in Canvas each week (see Course Outline).
- C. **Reflective Summaries: (20%):** All students are required to write a 1-2 page (maximum) reflective summary of *The Leadership Style of Jesus*, Michael Yousef on chapters 1-10 assigned each week in the Course Schedule. You should analyze the chapters according to the following three dimensions: content, positive evaluation/negative evaluation, application. Each dimension should be titled. Your reflective summary should be uploaded in Canvas at least **one hour** before class starts each week.
- D. **Assigned Textbook Chapter Readings (10%):** All students are required to read all assigned chapters in the course textbook, *Leading Across Cultures*, by James E. Plueddemann. Note: Students are required to read the assigned chapters each week and be ready to discuss in class. See Course Outline for Chapter Reading assignments. Report the percentage of the reading of the book in Canvas. Submit Reading Report in Canvas. Due date: **November 29, 2021 @ 11:59pm**
- E. **Assigned Textbook Chapter Readings and Assessments in Appendices (20%):** Each student will be required to read all assigned chapters in the course textbook, *Developing Emotionally Mature Leaders*, by Aubrey Malphurs. Note: Students are required to read the assigned chapters each week and be ready to discuss them in class. See Course Outline for Chapter Reading assignments. Report the percentage of the reading of the book (including Assessments in Appendices) in Canvas. Submit Reading Report in Canvas. Due date: **December 6, 2021 @ 11:59pm.**
- F. **Personal Leadership Case Study Paper (25%).** Each student will write a personal case study of the student's past & current ministry work with honest assessment on areas of ministry or business the student needs to improve and steps that will be taken to improve in leadership. The personal leadership case study will be a ten (10) page, double-spaced paper. The paper should be in your own words with less than 30% quotations from other materials. Submit in Canvas. Due date: **December 06, 2021 @ 11:59pm.** This assignment is in lieu of final exam. **Note: All written assignments must be presented in the writing style outlined in the *Criswell College Manual of Style*, third edition, Dallas.**
- The following outline should be observed:
- I. Introduction with thesis statement (1/2 page)
    - A. Your thesis statement: In the following paragraphs, I will give a personal case study of my past and current ministry work, give an assessment of areas I need to improve, and give steps I will take to improve my ministry work.
  - II. Body of Paper (9 pages)
    - A. Past and Current Ministry Work (3 pages)
    - B. Assessment of My Ministry (3 pages)
    - C. Steps to Improve My Ministry (3 pages)
  - III. Conclusion (1/2 page)

## Course/Classroom Policies and Information

Instructors work closely with the Student Success Manager. To help provide resources to students who may need it most, I will communicate the names of students who have two consecutive absences, low grades, or any other signs that they may be struggling. The Student Success Manager will reach out to these students and help find appropriate resources.

### Class Attendance

Students are responsible for enrolling in courses for which they anticipate being able to attend every class session on the day and time appearing on course schedules, and then making every effort to do so. When unavoidable situations result in absence or tardiness, students are responsible for acquiring any information missed. Instructors are not obliged to allow students to make up missed work. Per their independent discretion, individual instructors may determine how attendance affects students' ability to meet course learning objectives and whether attendance affects course grades.

### Campus Closure

To ensure the health and safety of students and employees, college administrators may decide it is necessary on rare occasions to close the campus. Once this decision is announced, instructors will contact students to provide further details regarding the campus closure's impact on those courses. Students are responsible to watch for communication from their instructors and respond appropriately. (Unless otherwise specified by the instructor in this syllabus, this communication will be sent to the student's Criswell College e-mail account.)

In order to make progress toward the courses' objectives, instructors have the freedom during most campus closures to require students to participate in activities as alternatives to meeting on campus. An instructor may, for example, hold class remotely (through Zoom) at the scheduled time, provide a recording of a class or presentation for students to watch independently, or assign other activities that students are to accomplish before returning to campus. Students are responsible for accomplishing these alternative activities as well as any course requirements listed in this syllabus during the period of the campus closure. If, during the period of the campus closure, personal circumstances prohibit a student from accomplishing these alternative activities or course requirements and assignment listed in the syllabus during the campus closure, the student is responsible for communicating with the instructor as soon as possible. Instructors will not penalize students who do not have the means to accomplish the alternative activities during the period of the campus's closure and will work with students whose circumstances during the campus closure prohibited their timely completion of course requirements and assignments in the syllabus.

### Grading Scale

Assigning grade definitions (i.e., above average, average, below average) is optional. Please delete the last column below if not assigning definitions. Additionally, delete these instructions when completing syllabus.

|    |        |                                    | Grade Definitions (optional) |
|----|--------|------------------------------------|------------------------------|
| 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 instructors 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 close of the term or semester in which the grade was awarded, 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 Assessment

Material submitted by students in this course may be used for assessment of the college's academic programs. Since programmatic and institutional assessment is done without reference to specific students, the results of these assessments have no effect on a student's course grade or academic standing at the college. Before submitting a student's work for this type of assessment, the course instructor redacts the work to remove anything that identifies the student.

## 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.

## **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 instructor, 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 Supports**

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](mailto: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](mailto: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](mailto:deanofstudents@criswell.edu).

Wallace Library: Students can access academic resources and obtain research assistance by contacting or visiting the Wallace Library, which is located on campus. For more information, email the Wallace Library at [library@criswell.edu](mailto:library@criswell.edu). Offsite login information is available in Canvas in the “Criswell Student Training Course” under “Library Information.”

Tutoring Center: Students are encouraged to consult with tutors to improve and enhance their skills and confidence in any subject matter taught at the college. Tutors have been recommended by the faculty to ensure that the tutor(s) are qualified to serve the student body. Every tutor brings experience and expertise in an effort to provide the proper resources for the subject matter at hand. To consult with a tutor, students can visit the Tutoring Center located on the second floor in room E203, or schedule an appointment by emailing [tutoringcenter@criswell.edu](mailto:tutoringcenter@criswell.edu) or by calling 214.818.1373.

## Course Outline/Calendar

### Course Outline, Reading Assignments and Due Dates: Y: Youssef; M: Malphurs; P: Plueddemann

|                   |  |
|-------------------|--|
| WEEK 1 (8/16/21)  | Introduction to the Course and Syllabus  |
| WEEK 2 (8/23/21)  | <p>The Beginnings of Leadership (Part 1: chs 1-2), Introduction to Emotional Intelligence (Part 1: ch 1 ), Multicultural Leadership (Part-I: ch 1) and Case Studies</p> <p><b>Assignments:</b></p> <ol style="list-style-type: none"><li>1. Read Y: (ch 1); M: (Intro, ch 1). P: (intro, ch 1). Be ready to discuss them in class.</li><li>2. Upload Youssef Reflective Summary: (ch 1) (Due: one hour before class in Canvas)</li><li>3. Complete Basic Emotions Audit (Appendix A: Malphurs)</li><li>4. Upload 1-2 page (summary for (Week 2) Christian Leadership Journal (Due: 11:59pm)</li></ol>  |
| WEEK 3 (08/30/21) | <p>The Qualities of Leadership (Part 2: chs 3-4), Introduction to Emotional Intelligence (Part 1: ch 2), Multicultural Leadership (Part I: ch 2) and Case Studies</p> <p><b>Assignments:</b></p> <ol style="list-style-type: none"><li>1. Read Y: (ch 2); M: (ch 2); P: (ch 2). Be ready to discuss them in class.</li><li>2. Upload Youssef Reflective Summary: (ch 2) (Due: one hour before class in Canvas)</li><li>3. Complete Emotional Disorders (Appendix B: Malphurs)</li><li>4. Upload 1-2 page summary for (Week 3) Christian Leadership Journal (Due: 11:59pm)</li></ol>  |
| WEEK 4 (9/06/21)  | <p><b>No Class meeting due to Labor Day</b> (Complete assignments and upload them in Canvas)</p> <p>The Qualities of Leadership (Part 2: ch 5-6), Understanding Emotional Intelligence (Part 2: ch 3), Multicultural Leadership (Part I: ch 3) and Case Studies</p> <p><b>Assignments:</b></p> <ol style="list-style-type: none"><li>1. Read Y: (ch 3); M: (ch 3); P: (ch 3).</li><li>2. Upload Youssef Reflective Summary: (ch 3) (Due: one hour before class in Canvas)</li><li>3. Complete Listening Skill Builder (Appendix C: Malphurs)</li><li>4. Upload 1-2 page summary for (Week 4) Christian Leadership Journal (Due: 11:59pm)</li></ol> |
| WEEK 5 (9/13/21)  | <p>The Qualities of Leadership (Part 2: ch 7), Understanding Emotional Intelligence (Part 2: ch 4), Leadership and Culture (Part II: ch 4) and Case Studies</p> <p><b>Assignments</b></p> <ol style="list-style-type: none"><li>1. Read Y: (ch 4); M: (ch 4); P: (ch 4). Be ready to discuss them in class.</li><li>2. Upload Youssef Reflective Summary: (ch 4) (Due: one hour before class in Canvas)</li><li>3. Complete Conflict-Resolution Skill Builder (Appendix D: Malphurs)</li><li>4. Upload 1-2 page summary for (Week 5) Christian Leadership Journal (Due: 11:59pm)</li></ol>   |

- WEEK 6 (9/20/21) The Qualities of Leadership (Part 2: ch 8), Understanding Emotional Intelligence (Part 2: ch 5), Leadership and Culture (Part II: ch 5) and Case Studies  
**Assignments:**  
 1. Read Y: (ch 5); M: (ch 5); P: (ch 5). Be ready to discuss them in class.  
 2. Upload Youssef Reflective Summary: (ch 5) (Due: one hour before class in Canvas)  
 3. Complete Networking Skill Builder (Appendix E: Malphurs)  
 4. Upload 1-2 page summary for (Week 6) Christian Leadership Journal (Due: 11:59pm)
- WEEK 7 (09/27/21) The Qualities of Leadership (Part 2: ch 9), Understanding Emotional Intelligence (Part 2: ch 6), Leadership and Culture (Part II: ch 6) and Case Studies  
**Assignments:**  
 1. Read Y: (ch 6); M: (ch 6); P: (ch 6). Be ready to discuss them in class.  
 2. Upload Youssef Reflective Summary: (ch 6) (Due: one hour before class in Canvas)  
 3. Complete Decision-Making Skill Builder (Appendix F: Malphurs)  
 4. Upload 1-2 page summary for (Week 7) Christian Leadership Journal (Due: 11:59pm)
- WEEK 8 (10/04/21) The Temptations of Leadership (Part 3: ch 10), Understanding Emotional Intelligence (Part 2: ch 7), Leadership and Culture (Part II: ch 7) and Case Studies  
**Assignments:**  
 1. Read Y: (ch 7); M: (ch 7); P: (ch 7). Be ready to discuss them in class.  
 2. Upload Youssef Reflective Summary: (ch 7) (Due: one hour before class in Canvas)  
 3. Complete Risk-Taking Skill Builder (Appendix G : Malphurs)  
 4. Upload 1-2 page summary for (Week 8) Christian Leadership Journal (Due: 11:59pm)
- Week 9 (10/11/21) NO CLASS: STUDENT DEVELOPMENT WEEK  
 1. Write rough draft of Case Study Paper  
 2. Read Chapters 8-10 in Youssef and write Reflective Summaries for each chapter.
- Week 10 (10/18/21) The Temptations of Leadership (Part-3: ch 11), Understanding Emotional Intelligence (Part 2: ch 8), Leadership and Culture (Part II: ch 8) and Case Studies  
**Assignments:**  
 1. Read Y: (ch 8); M: (ch 8); P: (ch 8). Be ready to discuss them in class.  
 2. Upload Youssef Reflective Summary: (ch 8) (Due: one hour before class in Canvas)  
 3. Complete Problem-Solving Skill Builder (Appendix H: Malphurs)  
 4. Upload 1-2 page summary for (Week 9) Christian Leadership Journal (Due: 11:59pm)
- Week 11 (10/25/21) The Temptations of Leadership (Part-3: ch 12), Understanding Emotional Intelligence (Part 2: ch 9), Contextualizing Leadership (Part III: ch 9) and Case Studies  
**Assignments:**  
 1. Read Y: (ch 9); M: (ch 9); P: (ch 9). Be ready to discuss them in class.  
 2. Upload Youssef Reflective Summary: (ch 9) (Due: one hour before class in Canvas)  
 3. Complete Confrontation Skill Builder (Appendix I: Malphurs)  
 4. Upload 1-2 page summary for (Week 10) Christian Leadership Journal (Due: 11:59pm)
- Week 12 (11/01/21) The Problems of Leadership (Part-4: ch 13), Becoming An Emotionally Mature Leader (Part 3: ch 10), Contextualizing Leadership (Part III: ch 10) and Case Studies  
**Assignments:**  
 1. Read Y: (ch 10); M: (ch 10); P: (ch 10). Be ready to discuss them in class.

2. Upload Youssef Reflective Summary: (ch 10) (Due: one hour before class in anvas
3. Complete Encourage Skill Builder (Appendix J: Malphurs)
4. Upload 1-2 page summary for (Week 11) Christian Leadership Journal (Due: 11:59pm)

- Week 13 (11/08/21) The Problems of Leadership (Part-4: ch 14), Becoming An Emotionally Mature Leader (Part 3: ch 11), Global Leadership in Practice (Part IV: ch 11) and Case Studies
- Assignments:**
1. Read Y: (ch 11-12); M: (ch 11); P: (ch 11). Be ready to discuss them in class.
  2. Complete Trust-Building Skill Builder (Appendix K: Malphurs)
  3. Upload 1-2 page summary for (Week 12) Christian Leadership Journal (Due: 11:59pm)
- Week 14 (11/15/21) The Problems of Leadership (Part-4: ch 15), Global Leadership in Practice (Part IV: ch 12) and Case Studies
- Assignments:**
1. Read Y: (ch 13-14); P: (ch 12). Be ready to discuss them in class.
  2. Complete Motivation Skill Builder (Appendix L: Malphurs)
  3. Upload 1-2 page summary for (Week 13) Christian Leadership Journal (Due: 11:59pm)
- (11/22-26/21) FALL BREAK: NO CLASS
- Week 15 (11/29/21) The Problems of Leadership (Part-4: ch 16) Leadership in the Global Church (Epilogue) and Case Studies
- Assignments:**
1. Read Y: (ch 15-16); P: (Epilogue). Be ready to discuss them in class.
  2. Complete Team-Building Skill Builder (Appendix M: Malphurs)
  3. Upload 1-2 page summary for (Week 14) Christian Leadership Journal (Due: 11:59pm)
  4. Upload Reading Report of Plueddemann's book. (Due: 11:59pm)
- Week 16 (12/06/21) The Future of Leadership (Part 5: chs 17-18) and Case Studies
- Assignments:**
1. Read Youssef: (ch 17-18). Be ready to discuss them in class.
  2. Complete Name-Recognition Skill Builder (Appendix N: Malphurs)
  3. Upload 1-2 page summary for (Week 15) Christian Leadership Journal (Due: 11:59pm)
  4. Upload Reading Report of Malphurs' book (Due 11:59pm)
  5. Upload Personal Leadership Case Study Paper Due: 12/06/21 @ 11:59pm