



Online Course Syllabus

MIN 625

Topics in Leadership: Team Building

Spring 2024

Contact Information

Instructor Name: Dr. David Edgell

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Instructor Office Hours: By Appointment (Phone or Zoom)

Course Description and Prerequisites

A detailed study, with a significant research component, about a selected topic in Christian leadership. 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 the 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 Scripture.
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

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

Rath, Tom & Conchie, Barry. *Strengths Based Leadership: Great Leaders, Teams, and Why People Follow*. New York: Gallop Press, 2008.

Witt, Lance. *High Impact Teams: Where Healthy Meets High Performance*. Grand Rapids: Baker Publishing, 2018

Course Requirements and Assignments

1. Weekly Discussions, Article Submissions, and Case Studies.
 - a. Discussion Posts and Responses: Students will participate in Discussion forums as they respond to a set of questions that pertain to chapters and articles posted on the course Canvas site. Responses are to be thoughtful, professional, of graduate quality writing, and a minimum of one page, double-spaced, in Word. You will also give feedback to fellow students regarding their discussions.
 - b. Article Submissions: Students will find an article written on Leadership or on team ministry and post a brief description of the article in the Discussion forum. Students must also include a link to the article or bibliographic information on the article. Interactions will be given regarding the articles of other students.
 - a. Case Studies: Students will prepare personal case studies of team ministry relations (see guidelines in course assignments). Examples of the case study may be real-life experiences or fictitious and will involve the challenges of working in the context with a group of persons such as at a church, a ministry, at school, at work, or on the mission field.

These posts must be posted by Sunday for assigned weeks by 11:59pm. (250 Points for total assignments)

2. Online Meetings **Zoom Class Instruction:** Each student is required to participate in two Zoom Class Instruction meetings. These sessions will include instruction and an opportunity to discuss class material. Topics of discussion will relate to the week in which the Zoom meeting is scheduled.

Meeting Dates: 01-26-24 & 03-01-24 @7 PM Central Standard Time. 25 points each/50 points total

3. Book Review. Each student will submit review of a book from the Selected Bibliography listed at the end of the Syllabus. Guidelines for the review are in the Criswell Style Manual.

This assignment will count for 200 points. Due Sunday of Week 7.

4. 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 Canvas. 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 200 points. Due Sunday of Week 9.

5. 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 assignment will count for 300 points. Upload to Canva. Due Friday of Week 16.

Online Course Information

In an online course at Criswell College:

1. Instructors and all students enrolled in that course meet using video-conferencing technology at scheduled class times through the course of a semester or term in order to meet 25–30% of the direct faculty instruction required by the college's Credit Hour policy.
2. The remaining direct faculty instruction is delivered using other means such as:
 - Lectures/instruction for students to watch asynchronously
 - Online content modules in which instructor provides feedback to student work
 - Tests/quizzes on which instructor provides feedback
 - Discussion boards on which instructor provides feedback

Canvas: Criswell College uses Canvas as its web-based learning tool to host/deliver all instructional materials, discussions, assessments, files, and other peripheral tools and applications that support teaching and learning. In online courses at Criswell College, instructors design and use Canvas to:

- organize course content on a module basis using organizational tools within Canvas,
- control the timing of course requirements through module control or assignment due dates to ensure that students are engaged for the full length of the semester or term,
- accept assignments from students only inside the Canvas course (emailed assignments are not acceptable),
- provide written feedback on assignments only within Canvas, preferably through Speedgrader,
- use the Announcement or e-mail feature in Canvas to communicate to the students rather than by broadcasting to a class email listserv outside of Canvas.

Zoom in Canvas is used for all synchronous class sessions.

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.

Attendance

Students are responsible for enrolling in courses for which they (1) anticipate being able to attend every on-campus class session on the day and time appearing on course schedules, or (2) participating in academically related activities as identified in online-course schedules including synchronous class sessions conducted remotely by video, and then making every effort to do so. When unavoidable situations result in absence or tardiness, students are responsible for acquiring any missed information. Professors are not obliged to allow students to make up missed work. Per their independent discretion, individual professors may determine how attendance affects students' ability to meet course learning objectives and whether attendance affects course grades. Professors apprise students of such information in course syllabi.

Students receiving grants, loans, or scholarships must meet specified requirements of various departments at the college and should consult relevant sections of the *Academic Catalog*. To ensure such funds will not be forfeited, students are responsible for contacting the proper departments to ascertain any specific course participation requirements and consequences of not meeting such requirements. Students receiving grants, loans, or scholarships should consult the Financial Aid office.

While Criswell College is a non-attendance taking institution, it nevertheless must demonstrate that students begin their courses in order to comply with Federal Aid regulations. Accordingly, students must participate in academically related activities during census periods. Failure to meet this requirement will result in students being administratively dropped from courses.

Academically related activity is defined as any course-related activity that may be used as evidence of attendance. Examples include:

- physical presence in a classroom during a class session with the instructor present,
- participation in a synchronous remote video class session with the instructor present,
- submission of an academic assignment, quiz, or exam,
- participation in an interactive tutorial or computer-assisted instruction,
- participation in a study group or discussion board that is assigned by the instructor,
- documentation showing that the student and a faculty member corresponded about the academic subject of the course.

NOTE: Logging into a Canvas course alone and logging into a Synchronous Online class session without active participation or with the camera off are not considered attendance.

NOTE: A census period begins on the first day of a semester/term and runs through the end of the last day to drop courses. During the census period, attendance data is collected in order to demonstrate compliance with Federal Aid regulations. There is no census period for winter terms since there is no last day to drop courses.

Grading Scale

			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.

Research and Writing Standards

The default writing style for written assignments in Criswell College Courses is the latest edition of *A Manual for Writers of Research Papers, Theses and Dissertations* by Kate Turabian. However, instructors are free to require alternative writing styles in their courses. These styles include but are not limited to the American Psychological Association (APA), Chicago Manual of Style, Modern Language Association (MLA), and Society of Biblical Literature (SBL) writing guides.

Resources and Support

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. The Student Services Office also works with local counseling centers to ensure that every student has access to helpful mental health resources. More

information can be found at [Criswell College Mental Health Resources](#), and students may contact the Director of Student Services if they have any questions.

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. 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 schedule an appointment through Calendly (<https://calendly.com/criswell-tutoringcenter>) or by visiting the Tutoring Center located on the second floor in room E203. For questions, call 214.818.1373 or email at tutoringcenter@criswell.edu.

Course Outline/Calendar

Date	Reading	Topics	Assignments	Weekly Due Dates
Week 1	Gangel: Intro, Ch. 1& 2	Foundations of Team Leadership	Discussion post and student responses	1/21/24
Week 2	Gangel Ch. 3-5	Biblical Theology of Leadership	Discussion post and student responses. Online Zoom Class	1/28/24
Week 3	Gangel Ch. 6-8	Roles of a Team Leader: Admin, Org, Dec. Making	Article submission and student responses	2/04/24
Week 4	Gangel Ch. 9-11	Roles of a Team Leader: Facilitator & Conflict Mang.	Discussion post and student responses	2/11/24
Week 5	Gangel Ch. 12-15	Roles of a Team Leader: Change, Motivator, Mentor	Discussion post and student responses	2/18/24
Week 6	Gangel Ch. 16-18	Functions of Team Leadership – Part one	Case Study Assignment	2/25/24
Week 7	Rath Part 1 - 2	Strengths Leadership	Book Review Online Zoom Class	3/03/24
Week 8	Rath – Part 3	Strengths Leadership	Complete Strengths Finder 2.0 Assessment	3/10/24
	Spring Break 3/11-15/24		No assignments	

Week 9	Gangel Ch. 19-20	Functions of Team Leadership – Part two	Team Building Leader Interview Paper	3/24/24
Week 10	Gangel Ch. 21-22	Functions of Team Leadership – Part three	Case Study Assignment	3/31/24
Week 11	Gangel Ch. 23-25	Functions of Team Leadership – Part four	Article submission and student responses	4/07/24
Week 12	Witt – Parts 1-2	Owning Leadership	Discussion post and student responses	4/14/24
Week 13	Witt – Parts 3-4	Defining Leadership	Case Study Assignment	4/21/24
Week 14	Witt – Parts 5-6	Relationships and Hard Conversations	Discussion post and student responses	4/28/24
Week 15	Witt – Parts 7-8	Crafting a Culture of Growth and Teamwork	Article submission and student responses	5/05/24
Week 16	N/A	Finalize Project	Team Building Strategy Paper	5/10/24

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.

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

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

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

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.

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