



# THS 710 (L1) Theology of Leadership Spring 2024

## Class Information

**Day and Time:** Mondays, 1:45-4:30 pm

**Room Number:** E201

## Contact Information

**Instructor Name:** Dr. Steve Lemke

**Instructor Email:** [slemke@criswell.edu](mailto:slemke@criswell.edu)

**Instructor Phone:** 504-458-6724

## Course Description and Prerequisites

An advanced spiritual formation study of the theological aspects of leadership, including relevant material from the Old and New Testaments reflecting biblical perspectives on God's call to leadership, how to become, and what it means to be, a godly servant-leader particularly in the home, church, and public settings, as well as anticipated hindrances to the development and exercising of such biblically appropriate leadership. (Prerequisites may be taken concurrently: THS 512, THS 514, THS 516),

## Course Objectives

At the end of this course, the successful student should be able to:

- Incorporate biblically-based theological thinking into his or her own model of leadership.
- Recognize how biblically based theological thinking influences his or her development and practices as a leader.
- Critically engage historical and contemporary Christian articulations regarding leadership.
- Value, crucially but sympathetically, the legacy of leaders within the church who have been intentional about the subjective and objective role of theology in leadership.

## Required Textbooks

- Wilkes, C. Gene. *Jesus on Leadership: Timeless Wisdom on Servant Leadership*. Tyndale Elevate, 1998. ISBN: 978-0842318631. Be sure to get the full book, not just the student study guide that accompanies it.
- Youssef, Michael. *The Leadership Style of Jesus: How to Make a Lasting Impact*. Eugene, OR: Harvest House, 2013. ISBN: 9780736952309.

## Recommended Reading for Book Reviews

- Boers, Arthur. *Servants and Fools: A Biblical Theology of Leadership*. Nashville: Abingdon, 2015. ISBN: 978-1426799785.
- Collins, Jim. *Good to Great: Why Some Companies Make the Leap and Others Don't*. New York: HarperBusiness, 2001. ISBN: 978-0066620992. (Note: This is written from a contemporary business

perspective, not a biblical perspective. In your review, you should critique it in light of a biblical perspective).

- Dean, Jody, and Hal Stewart, *Together We Equip: Integrating Discipleship and Ministry Leadership for Holistic Spiritual Formation*. Grand Rapids: WestBow Press, 2018. ISBN: 978-1973619635.
- Dockery, David S., Editor. *Christian Leadership Essentials*. Nashville: B&H Academic, 2011. ISBN: 978-0805464771. (This book is more focused on leading a Christian school or organization).
- Echols, Steve, and Allen England, *Catastrophic Crisis: Ministry Leadership in the Midst of Trial and Tragedy*. Nashville: B&H Academic, 2011. ISBN: 978-0805449761.
- Gangel, Kenneth O. *Team Leadership in Christian Ministry: Using Multiple Gifts to Build a Unified Vision*, revised edition. Chicago: Moody Press, 1997. ISBN: 978-0802490162.
- Howell, Don N., Jr. *Servants of the Servant: A Biblical Theology of Leadership*. Eugene: Wipf and Stock, 2003. ISBN: 978-1592444229.
- Hughes, Adam, and Jody Dean. *Together We Lead: Integrating Church Leadership and Administration for Ministry Success*. Birmingham: New Hope Publishers, 2011. ISBN: 978-1563094248.
- Kotter, John P. *Leading Change*. Boston: Harvard Business School Press, 2012. (Note: This is written from a contemporary business perspective, not a biblical perspective. In your review, you should critique it in light of a biblical perspective).
- Laniak, Timothy S. *Shepherds after My Own Heart: Pastoral Traditions and Leaders in the Bible*. Downers Grove: InterVarsity, 2006. ISBN: 978-0830826216.
- Ledbetter, Bernice, Robert J. Banks, & David C. Greenbalgh, *Reviewing Leadership: A Christian Evaluation of Current Approaches (Engaging Culture)*, 2nd ed. Grand Rapids: Baker, 2016. ISBN: 978-0801036293.
- Lewis, Philip V. *Transformational Leadership: A New Model for Total Church Involvement*. Nashville: B&H, 1996. ISBN: 978-0805412390.
- Malphurs, Aubrey. *A New Kind of Church: Understanding Models of Ministry for the 21st Century*. Grand Rapids: Baker, 2007. ISBN: 978-0801091896.
- Maxwell, John. *Developing the Leader within You*. Nashville: Thomas Nelson, 2005. ISBN: 978-0785281122.
- McIntosh, Gary L., and Samuel D. Rima. *Overcoming the Dark Side of Leadership: How to Become an Effective Leader by Confronting Potential Failures*, rev. ed. Grand Rapids: Baker, 2007. ISBN: 978-0801068355.
- McKenna, David L. *Never Blink in a Hailstorm and Other Lessons on Leadership*. Grand Rapids: Baker Books, 2005. ISBN: 978-0801065408
- Miller, Calvin. *The Empowered Leader: 10 Keys to Servant Leadership*. Nashville: B&H Academic, 1997. ISBN: 978-0805410983.
- Stowell, Joseph M. *Shepherding the Church: Effective Spiritual Leadership in a Changing Culture*. Chicago: Moody Publishers 1997. ISBN: 978-0802478214.
- Wilder, Michael S. and Timothy Paul Jones. *The God Who Goes Before You: Pastoral Leadership as Christ-centered Followership*. Nashville: B & H Academic, 2018. ISBN: 978-1433671135.
- Wofford, Jerry C. *Transforming Christian Leadership: 10 Exemplary Church Leaders*. Grand Rapids: Baker Books, 1999. ISBN: 978-0801090936.

## Course Requirements and Assignments

- **Text Notes** – 5 points each, 75 points total (18.75% of final grade)  
Take 1-2 pp. of notes on each reading assignment, including texts and additional readings (15 total). When the assignment includes two different texts, treat each as a separate assignment (but chapters within a single book are written as one set of notes). Post the notes in Canvas before the class meeting for which it is assigned, so you can discuss it in class. Your notes should include important definitions, insights, and a summary of the content. You can use bullet points or a narrative. This is to not only assist you in learning the course content, but to be a resource to you after the course, so you can organize it as you find it most useful.
- **Book Review** – 100 points (25% of final grade) **Due 3/18**  
Review one of the books listed in the Recommended Reading section above. Write a 5-6 page book review of the book you choose. Students should spend no more than 1 page summarizing the book. The remaining 4/5 pages of the review should critically interact with the content of the book, assessing its strengths, weaknesses, and insights. Students do not need to get approval for any books included in the book review list.
- **Text Application** – 125 points (31.25% of final grade) **Due 4/15**  
Write an 8-10 page research paper comparing and contrasting the student's leadership style with the leadership style of Jesus as defined in Michael Youssef's book *The Leadership Style of Jesus* and Gene Wilke's *Jesus on Leadership*. The paper should be double-spaced and formatted in appropriate style. The paper should be in your own words with less than 20% quotations from other materials. At least 5 sources should be cited. The following outline should be observed for the body of the paper:
  - I. Introduction (1/2 page)
  - II. Overview of the Leadership Style of Jesus (2-3 pages)
  - III. Overview of Your Leadership Style (2-3 pages)
  - IV. Comparisons & Contrasts (3 pages)
  - V. Conclusion (1/2 page)
- **Leadership Self-Assessment** – 100 points (25% of final grade) **Due 5/6**  
Write an 8-10 page assessment of your leadership style in the following areas:
  - (a) Describe your call experience and what you believe your specific calling God is calling you to do at this point (1-2 pages)
  - (b) What do you consider your spiritual gift(s) to be? What evidence have you seen for this gift(s)? What have other believers said to affirm your gift(s)? What is the possible "upside" but also possible "dark" side of your gift(s)? (1-2 pages)
  - (c) How would you describe your personal style of leadership? Which biblical leader(s) does your leadership style emulate most closely? (2-3 pages)
  - (d) What are the strengths and weaknesses of your leadership style? (2-3 pages)
  - (e) In what ways can you improve your leadership style? What specific steps will you take to achieve this improvement? (1-2 pages)

## Course/Classroom Policies and Information

### Class Participation

This class will have some lectures, but it will feature class discussions, particularly of Scriptures about leadership and case studies applying them. Students should come to class having read the required reading, and ready to apply it in the class discussions.

### Class 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.

## 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.

## **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 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). The Student Services Office also works with local counseling centers to ensure that every student has access to helpful mental health resources. More information is located on the college website 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](mailto:library@criswell.edu). Login credentials are emailed to students near the beginning of the semester.

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](mailto:tutoringcenter@criswell.edu).

## Course Outline/Calendar

Date	Class Discussion Topic	Assignment
1/22	Introduction to the Class Leading Biblically	Lemke, "A Theology of Expository Preaching" Lemke, "A Theology of Evangelism" (both are posted in Canvas)
1/29	Leading with Integrity Qualifications for Ministry	"Moral Qualities of Pastoral Leadership: Fulfilling a Ministerial Calling with Integrity," by Lemke*
2/5	Leading with Vision The Prophetic/Kingly Ministry	Wilkes, Principle 4*
2/12	Leading by Shepherding The Priestly Ministry	Youssef, Part 2*
2/19	Leading by Serving Leading from Below	Wilkes, Introduction & Principle 5*
2/26	Leading by Example	Wilkes, Principle 1*
3/4	Leading by Following Leading by Listening	Wilkes, Principle 2*
3/11	<b>Spring Break</b>	
3/18	Leading, Not Lording	Wilkes, Principle 3* <b>Book Review Due</b>
3/25	Leading without Falling Leading through Crises	Youssef, Part 3* Youssef, Part 4*
4/1	Leading the Right Way Leading by God's Will Leading with Spiritual Discernment	Wilkes, Principle 6* (note that the previous week includes Good Friday & Easter)
4/8	Leading by Delegation Leading a Team	Wilkes, Principle 7* Miller, "Growing Pains: When a Church Grows, the Pastor Has to Change, Too" (posted in Canvas)
4/15	Leading in Evangelism & Church Revitalization	<b>Text Application Due</b>
4/22	Leading through Strategic Planning Keeping on Mission	Graduating students' Self-Assessment Due
4/29	Secular Models of Leadership	
5/6 Finals		<b>Self-Assessment Due</b>