PT512 LEADERSHIP SYLLABUS

REFORMED THEOLOGICAL SEMINARY CHARLOTTE

FALL 2015

Dr. Rod Culbertson, Jr.
Associate Professor of Practical Theology

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COURSE DESCRIPTION: Biblical principles of leadership are examined. Servant leadership will be the basic model for pastoral leadership. Attention is given to personal and spiritual development as a leader, development of future leaders, handling normal hindrances and challenges to leadership in ministry, including conflict management, as well as vision and mission, setting goals, and building a working philosophy of ministry.

COURSE OBJECTIVES:

COGNITIVE (KNOW/UNDERSTAND):

1. The student will understand the nature of Biblical leadership and its application to Christian ministry.
2. The student will better understand the process involved in his or her leadership development.
3. The student will grow in his/her understanding of himself/herself (personality traits, gifts, strengths and weaknesses) and how these affect his or her calling to ministry and to the dynamics of ministry.
4. The student will understand the significance of being “in Christ” in the midst of ministry.
5. The student will understand the various types of leadership, as they apply to different ministries and stages of ministry.
6. The student will better understand vision, mission and goal setting and how to better administrate the church (or ministry) as an organization.
7. The student will learn how to build and create an effective Philosophy of Ministry.
8. The student will learn basic principles of conflict management and how to deal with difficult people in their church or ministry.
9. The student will learn how to assist in the development of leaders.

AFFECTIVE (FEEL/MOTIVATION):

1. The student will sense a deeper calling to serve Christ as a leader in His kingdom.
2. The student will gain more confidence in leading God’s people and will gain a trust in the Lord for the needs of the Christian leader.
3. The student will grow in his/her appreciation of God’s work in his/her life as preparation to lead in God’s kingdom.
4. The student will grow in confidence regarding his/her philosophy of ministry and how that affects the ministry.
5. The student will build convictions about how to survive in ministry.
6. The student will grow in assurance that God has designed and developed him/her for use in ministry.
7. The student will gain a deeper desire to share leadership and to therefore attempt to develop and train other leaders.
8. The student will build a deeper sense of the need for organization and administration in the ministry.

VOLITIONAL (DO/COMPETENCIES):

1. The student will study a significant leader in history and apply learned leadership principles to ministry in God’s kingdom.
2. In order to assist in the student’s survival in Christian ministry, the student will create a Philosophy of Ministry statement related to his or her perceived future ministry.
3. In order to assist the student in becoming a leader in ministry, the student will write a brief but comprehensive analysis of his or her own personality traits, spiritual gifts, strengths and weaknesses and explain how these will affect the leader in his or her future (or theoretical) ministry. The student’s analysis will also include a brief explanation of how his leadership profile will affect working with other (or potential) leaders in the context of ministry.

Course Objectives Related to MDiv* Student Learning Outcomes

| Course: | PT512 Leadership |
| Professor: | Dr. Rod Culbertson |
| Campus: | Charlotte |
| Date: | Fall 2015 |

**MDiv* Student Learning Outcomes**

In order to measure the success of the MDiv curriculum, RTS has defined the following as the intended outcomes of the student learning process. Each course contributes to these overall outcomes. This rubric shows the contribution of this course to the MDiv outcomes.

*As the MDiv is the core degree at RTS, the MDiv rubric will be used in this syllabus.*

<table>
<thead>
<tr>
<th>Rubric</th>
<th>Minimal</th>
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<tbody>
<tr>
<td>Articulation (oral &amp; written)</td>
<td>Broadly understands and articulates knowledge, both oral and written, of essential biblical, theological, historical, and cultural/global information, including details, concepts, and frameworks.</td>
</tr>
<tr>
<td>Scripture</td>
<td>Significant knowledge of the original meaning of Scripture. Also, the concepts for and skill to research further into the original meaning of Scripture and to apply Scripture to a variety of modern circumstances. (Includes appropriate use of original languages and hermeneutics; and integrates theological, historical,</td>
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<tr>
<th>Mini-Justification</th>
<th>Course integrates some biblical concepts related to Christian leadership into the lectures</th>
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<tbody>
<tr>
<td>Principles of Leadership drawn from Scripture are integrated only minimally.</td>
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<td>Description</td>
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<tr>
<td><strong>Reformed Theology</strong></td>
<td>Significant knowledge of Reformed theology and practice, with emphasis on the Westminster Standards.</td>
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<tr>
<td><strong>Sanctification</strong></td>
<td>Demonstrates a love for the Triune God that aids the student’s sanctification.</td>
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<tr>
<td><strong>Desire for Worldview</strong></td>
<td>Burning desire to conform all of life to the Word of God.</td>
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<tr>
<td><strong>Winsomely Reformed</strong></td>
<td>Embraces a winsomely Reformed ethos. (Includes an appropriate ecumenical spirit with other Christians, especially Evangelicals; a concern to present the Gospel in a God-honoring manner to non-Christians; and a truth-in-love attitude in disagreements.)</td>
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<tr>
<td><strong>Preach</strong></td>
<td>Ability to preach and teach the meaning of Scripture to both heart and mind with clarity and enthusiasm.</td>
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<tr>
<td><strong>Worship</strong></td>
<td>Knowledgeable of historic and modern Christian-worship forms; and ability to construct and skill to lead a worship service.</td>
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<tr>
<td><strong>Shepherd</strong></td>
<td>Ability to shepherd the local congregation: aiding in spiritual maturity; promoting use of gifts and callings; and encouraging a concern for non-Christians, both in America and worldwide.</td>
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<tr>
<td><strong>Church/World</strong></td>
<td>Ability to interact within a denominational context, within the broader worldwide church, and with significant public issues.</td>
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**REQUIRED TEXTBOOKS:** (Approximately 1058 pages)

6. *Strengths Finder 2.0: A New and Upgraded Edition of the Online Test from Gallup’s Now, Discover Your Strengths* by Tom Rath (Hardcover - Feb 1, 2007) Note: Read the first pages, i. – page 30 and the pages describing your strengths (approximately 50 pages)
OTHER REQUIRED READING: (150 pages)

The student will be required to read at least 150 pages on the leader selected for the “Models of Leadership” assignment below.

REQUIRED ASSESSMENTS:

1. DISC: The Personality Profile (Purchase in the RTS Bookstore)
2. *Myers-Briggs Inventory* (available online):
3. *Strengths Finder 2.0* (see above in REQUIRED TEXTBOOKS)
4. *Personality Plus* by Florence Littauer:
   [http://72244.netministry.com/images/PersonalityScoreSheet.pdf](http://72244.netministry.com/images/PersonalityScoreSheet.pdf) (Available online: this form must be printed out in order to complete).
5. Spiritual Gifts Inventory (available online):
   [http://www.gifttest.org/survey.html](http://www.gifttest.org/survey.html)

RECOMMENDED READING:

1. Addington, Bill. *Live Like You Mean It*.


**RECOMMENDED READING IN THE AREA OF CALLING TO MINISTRY:**


8. Mohler, Albert. *Consider Your Calling: The Call to the Ministry*.

9. Murray, David. *Am I Called to the Ministry?*


11. Spurgeon, Charles H. *Lectures to my students* [lecture 2].

**SUGGESTED READING:**

1. Addington, T. J. *Leading from the Sandbox*.


10. Collins, James C. *Good to Great*. 

7


17. George, Bill. *Authentic Leadership*.


30. Torre, Joe. *Joe Torre’s Ground Rules for Winners*.


RECOMMENDED READING IN THE AREA OF MENTORING:


REQUIREMENTS AND EVALUATION:

I. Class attendance and discussion.

You will be expected to participate in the class discussion, especially as we interact with the lecture concepts, the textbooks and assigned reading, as well as the required papers.

II. Reading (15% of course grade)

Reading is required and the student will be graded through an honor system approach.

III. Personal Assessments and meeting with the professor.
You (and your spouse, if married) will complete the following personal assessments listed below. If you cannot afford the non-internet based assessments for your spouse, then please do not do them.

1. DISC
2. Strengths Finder 2.0 by Tom Rath
   (This link must be opened and printed out in order to complete).

**Due: September 1, 2015**

You will write the basic results on a one page (or less) report (provided on Self Service) and hand that report in no later than September 2. I.e., answer these questions: 1. What is your DISC profile? 2. What is your *Personality Plus* profile? 3. What is your Myers-Briggs profile? 4. What are your strengths? 5. What are your predominant spiritual gifts?

**NOTE:** A one page report form is provided on Self Service under Leadership Media.

You (and/or your spouse) will be asked to pick a day and time (possibly lunch or dinner on RTS) to meet with Dr. Culbertson (and/or his wife) in order to review your assessments and discuss their relevance to your personal life, leadership style, marriage and future ministry. **This lunch or dinner meeting is required** for all first year students (36 credits or less) and is **optional** for all other students.

IV. Papers (60% of course grade)

Three papers are required for the course. Papers must be double-spaced, 12 point/Times Roman typeset with standard margins.

1. **Models of Leadership (30%)**:

   Length: 8-10 pages (**Note: Please Number Your Pages**)

Choose a famous leader, known for his or her leadership abilities, character and effectiveness. The leader does not necessarily need to be an evangelical Christian, although that would be preferable (*see list at bottom of syllabus). Use of a Bible character is allowed only with special permission. You cannot use an individual whom someone else in the course is using (therefore, choose early and get the professor’s permission asap). Using at least four cited sources (**including at least 150 pages of reading**), do a study of his or her life, growth, development and leadership style(s). Summarize the following observations in his/her life: personal development and early influences, family life as a child and into adulthood, character traits, key influences or
influencers in his/her life and why, leaders in his/her life, trials, challenges, victories and defeats, accomplishments, support systems, the place of faith, Scripture and the church in his/her life; include anything which might be unique. **Remember, the focus of this paper is on the subject of Leadership!** Integrate concepts learned in class lectures when possible. Note any differences between “worldly” and Christian principles of leadership that you observe. Be sure to spend ample time applying what you have learned (and observed) to leadership in your own life, to life in the local church or to the Christian ministry in which you envision yourself being involved. You will briefly present your discoveries and observations in class.

**NOTE: This assignment must involve a different leader and different reading from any similar assignments that might be required in another RTS course (particularly Church History I or II).**

**Due: September 29, 2015.**

**2. Practical Ministry Assignment #1 (15%) SELF ASSESSMENT STATEMENT**

Using the DISC profile, the *Myers-Briggs* Assessments, *Personality Plus*, the Spiritual Gifts Questionnaire and Clifton’s *Strengths Finder*, analyze the various personality profiles and explain how your specific personality traits and gifts will affect your leadership in the following areas: 1. your personal life 2. your ministry: leadership and interactions with others, church leaders, congregants, management, etc. and 3. your marriage and family.

Length: 3 pages

**Due: November 3, 2015.**

**3. Practical Ministry Assignment #2 (15%) PHILOSOPHY OF MINISTRY STATEMENT**

You will write out an entire personal philosophy of ministry statement for your church (or ministry), based upon the guidelines discussed in class. Include the five areas of ministry which will be discussed in class.

Below is a link to an example of a simple, but effective “Philosophy of Ministry”:

http://www.calvarychurch.com/site/18_116_74.cfm

Length: 5-7 pages.

**Due: November 17, 2015.**

**V. Final Exam (25% of course grade)**
The final exam will be a comprehensive, written exam covering content from all of the lectures.

**Due: Exam Week**

**POLICY ON CHEATING AND PLAGIARISM:** Cheating is the use of another person’s work on behalf of your own work, with the assumption being that it is your work. The MLA Handbook for Writers of Research Papers says, “To plagiarize is to give the impression that you have written or thought something that you have in fact borrowed from someone else.” Plagiarism is the use of ideas, information and content from a particular source without giving credit to that source by footnoting the source or accounting for it in a bibliography. Cheating will result in an automatic zero (0) grade for the assignment, paper or exam involved. Plagiarism, whether intentional or unintentional, is considered academic theft. The RTS academic consequences of plagiarism are as follows: 1) First offense: The student must rewrite the paper and receive no better than a passing “D” grade for it. 2) Second offense: The student fails the entire course.

**POLICY ON LATE WORK:** Any work turned in late and without either a written excuse or previous permission granted by the professor will be docked one point/day for that assignment. Excuses for late work will be accepted for dire medical needs or reasons or other extreme emergencies.

**POLICY ON GRAMMAR AND SPELL CHECK:** Any work turned in which appears to lack “proofing” or displays poor grammar will receive a small penalty affecting the grade.

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**Fall 2015 Schedule**

**PT512 LEADERSHIP**
Reformed Theological Seminary-Charlotte
Dr. Rod Culbertson, Jr.
Associate Professor of Practical Theology

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
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<tbody>
<tr>
<td>1</td>
<td>8/25</td>
<td>Introduction: Leadership Paradigms and Portraits</td>
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</table>
| 2    | 9/01 | Leadership Paradigms and Portraits (cont.)
<p>|      |      | &gt;Personal Assessments Page Due |
| 3    | 9/08 | Calling and the Servant Leader |</p>
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
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<tbody>
<tr>
<td>9/15</td>
<td>Development of a Leader (Clinton)/Ministry For The Long Haul</td>
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<td>9/22</td>
<td>Personal Development of a Leader: Personal Assessment</td>
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<tr>
<td>9/29</td>
<td>Personal Development of a Leader: Understanding Yourself as a Leader “in Christ”</td>
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<td><em><em>Leaders in History</em> – Paper and Presentations Due</em>*</td>
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<tr>
<td>10/06</td>
<td><strong>READING WEEK</strong></td>
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<tr>
<td>10/13</td>
<td>Vision and Mission Statements</td>
</tr>
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<td>10/20</td>
<td>Leadership in the Church: Developing a Philosophy of Ministry</td>
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<tr>
<td>10/27</td>
<td>Leadership in the Church</td>
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<td>Guest: Tom Hawkes, Pastor, Uptown Church, Charlotte</td>
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<tr>
<td>11/03</td>
<td>Leadership in the Church: Developing a Philosophy of Ministry (Part 2)</td>
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<td><strong>Practical Ministry (Self Assessment) Assignment #1 Due</strong></td>
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<tr>
<td>11/10</td>
<td>Leadership in the Church: Conflict Management</td>
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<tr>
<td>11/17</td>
<td>Challenges to Leadership: Finishing Well/Spiritual Danger Zones</td>
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<td>Mistakes Leaders Make</td>
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<td></td>
<td><strong>Practical Ministry (POM) Assignment #2 Due</strong></td>
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<tr>
<td>11/24</td>
<td>Leadership in the Church: Developing and Training Leaders</td>
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<td></td>
<td>Conclusion and Review</td>
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<tr>
<td>12/03-08</td>
<td><strong>FINAL EXAMS</strong></td>
</tr>
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*A LIST OF POSSIBLE LEADERS TO STUDY*

- A. Any US President
- B. Other World/National Leaders
- C. Political Leaders
- D. Military Leaders
- E. Entrepreneurs
- F. Sports Leaders – Managers, Coaches, GMs, Athletes
- G. Business Leaders/CEOs
- H. Evangelical Christian Leaders/Pastors/Evangelists – Past and Present
I. College/Seminary Presidents
J. Scientific Leaders
K. Adventurers/Explorers
L. Musical (The Arts) Leaders

RTS Charlotte Classroom Internet Usage

RTS Charlotte recognizes how essential it is for students to have reliable, campus-wide access to the internet. For that reason, we have made wi-fi available for our student body, not only in the library and student lounges, but also in the classrooms. We know that students need to use the internet to download class materials, access files on the Cloud, and to access other important information.
However, we also recognize that internet access in the classroom provides opportunity for abuse and misuse. Some students have unfortunately used their internet access to engage in many activities that distract them from the classroom lectures (e.g., surfing the web, checking sports scores, playing games). Not only does such activity hamper a student’s own seminary education, but it distracts other students who can see their computer screens. In addition, donors and classroom guests (who often sit in the back) can see this inappropriate internet usage, which reflects poorly on RTS.

So, how can these challenges be addressed? One option is to turn off the internet entirely. But, we recognize that this creates problems for students who use it for legitimate reasons. Thus, we prefer to address this problem by appealing to the integrity of the students as ones who are preparing for a lifetime of ministry to Christ and his church. We are asking each student to take personal responsibility for their behavior in this area and to encourage others around them to do the same.

In order to encourage this accountability, and to change the culture of the campus as it pertains to the internet, we are asking each student to sign the pledge below at the beginning of each term. As a pledge, we ask you to sign with integrity and with an honest desire to keep it.

“On my honor as a student at Reformed Theological Seminary, and as a one preparing for the gospel ministry, I pledge that I will use the internet in the classroom only for appropriate class-related activities.”

Signed: __________________________________________________________

Date: ________________________________