

**Perkins School of Theology**  
**DM-9369 Leadership in Church and Community**  
**Janterm 2017**

**Purpose**

The course is designed to define leadership and study it as a discipline in the church and community. A variety of sources and models will be presented. Special emphases will be given to the leader's role in planning and in personnel. Leadership institutions and speakers in the Dallas area will be included in the class. Through the class the students will be focused on their own disciplines of leadership for the next decade.

**Pre-class assignments are due at the beginning of the first class meeting January 3, 2017. Please follow Kate Turabian's *A Manual for Writers of Term Papers, Thesis and Dissertations* in writing these papers.**

1. Read Garry Wills, *Certain Trumpets: The Call of Leaders*, (New York: Simon & Schuster, 1994). Prepare a 10-minute presentation to introduce yourself to the class as a leader. Develop your introduction by explaining how you are like one of the leaders and unlike another of the leaders in *Certain Trumpets* by Garry Wills.
2. If your birth year is even, read Peter F. Drucker, *Managing the Non-profit Organization: Practices and Principles*, (New York: HarperPaperbacks, 2006). If your birth year is odd, read Lovett H. Weems, Jr., *Church Leadership: Vision, Team, Culture, and Integrity Revised Edition*, (Nashville: Abingdon, 2010). Write in ten pages or less what is Drucker's or Weem's definition of leadership and best lessons about visionary leadership, leading people, and the leader's self. What lessons from this book do you leave behind?
3. Choose one book from the following list or propose a church leadership book of your own choice (with professor's approval: [wbryan@smu.edu](mailto:wbryan@smu.edu)). After reading, write in ten pages or less what is the author's definition of leadership and best lessons about visionary leadership, leading people, and the leader's self. What lessons from this book do you leave behind?

David Bornstein and Susan Davis, *Social Entrepreneurship: What Everyone Needs to Know*, (Oxford: Oxford, 2010).

Alice Hendrickson Eagly and Linda L. Carli, *Through the Labyrinth: The Truth about How Women Become Leaders*, (Boston, Mass.: Harvard Business School Press, 2007).

Edwin Friedman, *Failure of Nerve*, (New York, NY: Church Publishing, 2007).

Robert Greenleaf, *Servant Leadership: A Journey into the Nature of Legitimate Power and Greatness*, (Mahwah, New Jersey: Paulist Press, 2002).

Adam Hamilton, *Leading Beyond the Walls*, (Nashville: Abingdon, 2002).

James F. Miller, *Go Grow Your Church! Spiritual Leadership for African American Congregations*, (Cleveland, Ohio: Pilgrim Press, 2008).

Leonard Sweet, *Summoned to Lead*, (Grand Rapids, Michigan: Zondervan, 2004).

4. Write a one page description of a leadership challenge in your church or agency. Conceal any proper names. This might be used as a case study for class discussion.

### **During class assignments**

5. Explore the websites for the Skoll Foundation online, especially <http://www.skollfoundation.org/skoll-entrepreneurs>, and Ashoka online, especially <https://www.ashoka.org/fellows>. Study one Skoll entrepreneur or one Ashoka fellow who interests you. Write a 3 to 5 page double-spaced paper on this social entrepreneur's work. What is the mission of this enterprise? What are the gifts of the people leading the enterprise? What is the business plan? How is effectiveness measured? Is it sustainable? Is it scalable? This paper is due at the beginning of class on January 6.

6. Write and prepare a class presentation of your Personal Leadership Vision Statement. Include your definition of leadership, your personal mission statement, your personal ethical standards for leadership, and your goals for the next decade in the areas of ministry, family, staff, volunteers, and money. Expressing strategies and timeline for some of your goals should be possible. This Personal Leadership Vision Statement may or may not be closely related to your current appointment's or church's mission and strategies. This paper is due at the beginning of class on January 11, Students have the option of turning in a final revised version of this assignment on or before January 20, 2017.

### **Grading**

Introduction using Wills	5%
Report on Drucker or Weems	20%
Report on chosen leadership book	20%
Leadership challenge page	5%
Skoll or Ashoka study	10%
Personal Leadership Vision Statement	25%
Class participation	15%

### **Class Schedule**

January 3 – 1:30 to 4:30 p.m.  
January 4 – 1:30 to 4:30 p.m.  
January 5 – 1:30 to 4:30 p.m.  
January 6 – 1:30 to 4:30 p.m.

January 9 – 1:30 to 4:30 p.m.  
January 10 – 1:30 to 4:30 p.m.

January 11 – 1:30 to 4:30 p.m.  
January 12 – 1:30 to 4:30 p.m.  
January 13 – 1:30 to 4:30 p.m.

W. J. Bryan III  
Kirby Hall 215  
214 768-4900  
FAX 214 768-4245  
wbryan@smu.edu

### Disability Accommodations

If you need academic accommodations for a disability, you must first contact Ms. Rebecca Marin, Coordinator, Services for Students with Disabilities (214-768-4563) to verify the disability and to establish eligibility for accommodations. Then you should schedule an appointment with the professor to make appropriate arrangements.

### MINORITY CONCERNS AND THE PERKINS CURRICULUM

#### (Ministry Courses)

In 1975 the Perkins Senate passed resolutions which bear on the relation of the Perkins curriculum to this school's common concern for the status of ethnic minority groups and of women both in education for ministry and in the ministry itself. The following statement summarizes these resolutions with respect to courses in the area of Ministry.

1. Instructors and students alike are urged to use inclusive language, images and metaphors which will give full and positive value to both the past contributions and the future prospects of ethnic minorities and women in the church and in society at large.

2. Instructors and students alike are urged to give sensitive consideration to the role of images from a predominantly white and male culture in shaping both the language and concepts of Christian theology and the models and methods of Christian ministry that are widely current today.

3. Instructors are urged to make every effort to provide--in the syllabi, assignments and formats of their courses--opportunities for women students and students from ethnic minority groups (1) to study the functions of ministry with particular reference to their own status or tradition in the life of the church, (2) to practice the functions of ministry (when practice is an element in a course) in settings which reflect or, if possible, arise from their own status or tradition in the life of the church, (3) to receive evaluation of their practice of the functions of ministry from persons who are not only knowledgeable about and skilled in those functions, but also share their special status or tradition in the life of the church, and (4) to observe the practice of persons who, as women or as members of ethnic minority groups, provide models of effective ministry

which are immediately relevant to the special status or tradition of women or members of ethnic minority groups in the church.

4. Instructors are urged to make every effort to provide--in the syllabi, assignments and formats of their courses--opportunities for all students to become acquainted with the special problems and conditions that affect women and ethnic minority groups in human society and in the life of the church, with special attention to the ways in which these problems and conditions may affect the practice of ministry.