Note:
Course content may be changed, term to term, without notice. The information below is provided as a guide for course selection and is not binding in any form.

MOODY DISTANCE LEARNING (MACL)

Course Number, Name, and Credit Hours

Leading Teams within an Organizational Context, 3 credit hours

Course Description

This course examines the skills needed to successfully leverage the resources and expertise across the whole organization. Emphasis placed on the development of communication strategies between various stakeholders with the framework of biblical instruction related to communication.

Course Objectives

1. **Demonstrate** an understanding of the characteristics and processes of effective team leadership
2. **Analyze** the effectiveness of team leadership practices for use in various ministry contexts
3. **Create** and implement innovative solutions for leading virtual teams
4. **Participate** in an effective team
5. **Evaluate** team leadership practices in accordance with biblical/theological principles and practices
6. **Design** an independently researched project on team building and team dynamics

Course Textbook(s) and/or Supplemental Information

Required textbooks for all Moody Online classes can be found on the Required Textbooks section of the Moody website.

NOTE: Additional content or links to Internet content may be required and will be provided in the course.

Assignments (*what student does for a grade*)

Special Team Project Instructions:

7-1 Team Wiki Project – (Due end of Week 7): In this course, as in CL7701, you will join the other course members to design a "team wiki." Please read the special instructions below.

1. Topic Choices: In Week 1 after a team conference, the team will choose a topic for a final wiki project due at end of Week 7. Unlike the wiki project in CL 7701, you may choose ANY topic relating to **team leadership** not fully covered in this course or in CL7701. The person designated Team Leader will submit the project topic via a journal entry in Week 2. It is recommended that you set up regular times to "meet" with your team virtually via phone conference or video conferencing, such as Skype or Google Hangouts. You can add the meeting times on the Google doc, linked below.

2. Teaching Tools to use in your Final Project: Through your own research, you will create a lesson on your topic about some select aspect of team leadership. The presentation should include *at least* FOUR pages of content on the topic, given in any of the following ways:

- o   Slide show presentation (with audio accompaniment)
- o   Audio/video lecture
- o   Written curriculum
- o   Brief reading from class texts
- o   Online reading (e.g., *HBR* article)
- o   Online video clips (10 minutes maximum)
- o   Creative team activity

Groups must use at least **FOUR (4) of the above methods** when crafting their project. Also, some form of reading (online, required text, by scan) must be included as well, as original written content. This could be written curriculum, a lecture manuscript, or slide show. Use this wiki worksheet to help lay out your wiki pages.

Your research should be extensive. Search libraries and the Internet for credible academic resources on your topic.

3. Group in Blackboard: Note that your team should meet as often as it needs in order to develop the wiki project. You will have the following tools within Blackboard to help you share ideas and files privately within your group: **discussions boards** (open discussion between members), **email**, **file exchange** (a place to upload and share files), **tasks** (a place to list individual tasks and due dates), and, of course, a **wiki** with as many pages as you want (minimum: 4 pages).

4. Design Template: This is a Google doc called a "Wiki Design Template" that you may use for your project. (Anyone can edit it.) It will help you decide on team members' responsibilities and make sure you have at least four pages of content. You can also write down the dates of future meetings. Note: You are not required to use this template; it has been provided for your convenience. You may use all Blackboard tools instead.

5. Week 7 Deadline: Your final wiki project (wiki) must be completed by the end of Week 7. It is your team's responsibility to ensure that all necessary files, links, and pages are included in the final submission and work properly.

6. Final Assessment: A final assessment will be made by the instructor on the effectiveness of the team and its presentation.

Part 1 - Regular Assignments

1-1 Cross Cultural Team Leadership (paper): Churches in North American and beyond are experiencing unprecedented ethnic diversity in the pews, as well as through their missions outreach. In business or society, intercultural cooperation is facilitated by economic or societal necessity; however, in the church

it signifies the transcultural power of the gospel and the church's unity in Christ (Revelation 7:9; John 17:21). Nonetheless, as you read in Plueddemann this week, such unity comes with challenges.

Churches both inside and beyond North America are also experiencing more diversity in the pews, as well as missions outreach. In business or society, intercultural cooperation is afforded by economic or societal necessity; however, in the church it signifies the transcultural power of the gospel and the church's unity in Christ ([Revelation 7:9; John 17:21](#)). Nonetheless, as you read in Plueddemann this week, such unity comes with challenges.

Plueddemann explained how challenges emerge when Christians work together across cultures (note "Development 3" on p. 26 and "Development 5" on pp. 27-28). These difficulties can most often be observed in missions settings, **but can also be characteristic of North American churches engaged in intercultural missions.**

In this assignment, you will write a 3-4 page double-spaced page position paper explaining what you think is the most *effective* way to organize a cross-cultural leadership team in ministry (either missions or a local intercultural context). Carefully note directions for this study provided below:

Your team will be overseeing a ministry that is:

- Focused specifically on a local cultural, economic, or racial group (i.e., urban Puerto Rican immigrant population in Chicago, Nigerian church in Nigeria). This group will be called **Group A** and also makes up around half of your church or ministry organization.
- Funded or substantially resource*d* by a non-local cultural, economic, or racial group with superior resources, education, and training (i.e., Chicago urban professionals, missions sponsor-church in Los Angeles). This group will be called **Group B** and also makes up around half of your church or ministry organization.

Both group A and group B are working together in a common ministry. For example, Chicago urban professionals may attend a church in a poorer Puerto Rican neighborhood to participate in reaching its population. Or a sponsor church in LA may be sending missionaries and money to Nigeria to plant churches.

Remember, structuring a leadership team with **two distinct groups** involves the distribution of *power*. In your paper, explain how you envisage structuring a similar ministry leadership team (i.e., power distribution) for maximal effectiveness and in light of the church's mission. In your discussion include:

1. A description of the ministry you have in mind (<100 words).
2. The strengths and weaknesses of Groups A and B in your ministry context (see examples in Lingenfelter).
3. An explanation of the leadership dilemmas that may arise when these two groups work collaboratively.
4. Your solution composed of:

      a. The % breakdown of each group on your leadership team (Groups A and B).
      b. If there will be a team leader, from which group will they come and why?
      c. **If not**: How decisions will be made (consensus; vote; team leader).

5. Why your solution will be the most *effective* of other competing options (e.g., if you chose a 50-50 split with no team leader and decisions by consensus, why is this superior to other strategies?).

2-1 My Conflict Style (Journal): For this assignment you will complete the "How You Act in Conflicts" exercise in JOHNSON pages 372-373 and then journal your response to the results.

Once you have finished the exercise, and before writing your journal, talk to a close friend, family member, colleague, or mentor and see if they agree with the exercise results and why or why not.

Then, write a **1-page (300 words)** journal entry discussing:

- The extent to which you agree with the results and why;
- If you disagree, what you think is your conflict style;
- The response you received from the person you asked about your conflict style.

This assignment will be submitted using the journal tool in Blackboard.

4-1 Conflict Analysis Report: Conflict is a natural part of any team, no less a ministry team. For this assignment you will interview a pastor or ministry leader to learn about conflicts they have experienced and how they dealt with them.

After completing the interview, draft a **2-3 double-space page report**:

1. Explaining the conflict this leader experienced (its causes, participants, main issues; 1 page maximum)
2. Evaluating the leader's performance mediating its resolution from principles in this week's reading (1 page maximum)
3. Correlating or evaluating these principles from a biblical/theological perspective. (1 page maximum)

In parts 1 and 2 above, correlate behavioral patterns/principles of conflict and conflict resolution with the principles in this week's reading. (Avoid overt connections such as: "This is like what I read this week in Levi." Instead: "Some team members practiced avoidance, while others confrontation." Include citations.)

In #3 above, reflect upon how these managerial principles are either evidenced in scripture, supported by scripture, or contradicted by or in scripture. In other words, bring a biblical/theological perspective (whether constructive or critical) to the managerial task of conflict management as represented in this week's reading.

You do not need to know your interviewee, but they should feel comfortable sharing openly about their own experiences. Consequently, if you choose to contact someone you do not know, be sure to inform

them up front what you will be asking them about. Also, avoid volunteering that you will be evaluating their performance during conflict as a part of your assignment, as it will likely influence their candidness. (Please keep all names confidential; just use "pastor" or "elder," etc.)

5-1 Team Wiki: Team Effectiveness Audit: For this exercise, you will complete the Team Effectiveness Audit found in the "Team Metrics" PDF (pp. 5-20) using the "**Team Effectiveness Audit Worksheet.**" provided. You will audit your digital team being used for the **wiki project** in this course. The evaluation criteria used in this assignment will build upon and sharpen previously covered material in CL-7701 and previous weeks in this course.

To complete and submit this assignment, follow the directions given in the worksheet. This assignment incorporates content from Lessons 4 and 5. Please be sure to complete the reading for both before finally submitting the worksheet.

Once you have completed the worksheet, save it to your hard drive, then submit it through Blackboard.

6-1 Planning a Team Meeting: Using the best advice received in Wek 5, plan a meeting agenda for either your current digital team or a team of which you are a part (or have been a part in the last 2 years). This meeting may be any of Lencioni's four types or even a traditional meeting (not conforming to Lencioni's framework). Consequently, on the top of your agenda, please specify the type and purpose of your meeting (i.e., "an ad hoc strategic meeting to talk about x").

This meeting agenda should be **1-2 pages** and can be designed in any way you choose, so long as it is clear. It is highly recommended you start by looking at the "Sample Meeting Agenda" in the HBR Blog "How to Design an Agenda for an Effective Meeting."

Your agenda should include:

- A list of topics or business items to be discussed
- Who will lead each section of the meeting
- Section purpose
- Time estimates
- Preparation that will be needed
- Proposed Process(es)
- Break(s)

7-1 Wiki Project: The instructor will grade your wiki by the end of this week (**11:59am ET Monday**). It will then be closed to editing. Each member of the team will receive the same grade for this project.

7-2 Reflections on Course (Journal): For this assignment, you will write a **300-600 word journal entry** reflecting upon what you have learned from your digital team experience by answering these questions, incorporating specific ideas learned in this course:

1. In what ways did what you learn in the course *help* you perform in a digital team?
2. What were some unexpected challenges that you encountered?
3. What were some of the major lessons you learned from your digital team experience?
4. What are some specific team practices that you would like to encourage or discourage in your next digital team in CL 7702?
5. In what ways do you feel more equipped to build a team in your existing organization? What in this course helped this?
6. What is one area you know you need to grow in, as it concerns building teams?

Part 2 - Discussions

Week 1: Cross-cultural ministry is frequently the most common challenge of diversity facing the church. Most churches have missions programs engaging with other cultures either at home or overseas. Also, many churches today are trying to achieve multi-racial/multicultural congregations.

This week's reading in Harvey included a chart (pp. 224-5) with four variables that commonly impact multicultural team collaboration. Have you ever had an experience that you believe could be helpfully explained by one of these variables or more? If not, have you heard a story from a friend or within your church that fits this description? (If you absolutely cannot think of an event, reach out to someone you know who works in a cross-cultural vocation). How was the situation overcome or resolved?

In a discussion board post:

1. **Briefly** retell this story and correlate it to **at least one** of the four variables.
2. Then, speculate how **at least one** of the "Four C's" (*TB* pp. 226-30) could have been used in that situation to help come to a joint resolution.

Week 2: The Bible and Difficult People: The Bible is filled with very normal people. Unfortunately, normal people are often difficult.

In this Discussion Board you will choose a more or less known biblical character and make a case for why they are a "type" of difficult person as discussed in this week's reading in Harvey. Have fun with this assignment but also work to be as convicting as possible. Be sure to include how those around them responded, why this was effective or not, and how they could have better responded (if applicable). Both your instructor and your peers will be evaluating the strength of your case.

Before writing your post be sure to check the other posts in the class to make sure your biblical character and type have not already been claimed. For this reason, the subject lines in this discussion must include **both the name of the biblical character *and* your type.** For example: "The Pharisee: The Know-It-All" or "Delilah: The Whiner." Feel free to use the same character as another student, so long as you have chosen a different type.

To avoid overlap and redundancy be sure to post early in the week. Once you have posted your response, leave two instances of feedback for your peers that evaluate the strength of their arguments.

Did they miss anything that might help or hurt their case? Does their character fit better with another Type? Why?

Week 3: What Kind of Influence is for Me? This week's readings about "leading from below" and "influence in teams" examined ways in which non-leaders in a team or organization can still have an influence. Most leaders depend upon the advice and feedback of their subordinates a lot more than is realized. Hopefully you have come to realize how influence is not found exclusively at the top of an organization.

Although almost every person wants to be influential, few will achieve this by rising to the top of an organization. Actually, a strategic influencer might do better to assert influence in a variety of teams rather than striving to ascend into a sole position of leadership.

With all this in mind, view the first 50 seconds of the following video excerpt from the film "My Big Fat Greek Wedding": https://www.youtube.com/watch?v=CJbC5AfxqPc

Although this clip is humorous, it does bear an essential truth: all team members bear influence. In a discussion board post respond to this video clip and the antecedent principles in this week's readings on influence, persuasion, and "leading from below" by answering **AT LEAST ONE** of the following questions:

- What is an example from your own career/ministry in which you have seen a non-leader exert incredible influence?
- What are some examples from or teachings in Scripture that bear upon this topic? How would you apply them to undergird ministry principles for how team members *should* exert influence?
- At what point does "skilled persuasion" of team-members become unethical?

Week 4: Employers often motivate and compensate their employees with the prospect of reward. Rewards are commonly thought to be financial but can also be in the form of individual praise, public recognition, gifts (e.g., a paid trip), leadership opportunities, or even stock options. These rewards do not refer to standard paychecks, but opportunities to be compensated over and above their base pay.

Unlike in the business world, it is quite uncommon to see a church or parachurch ministry offering bonuses to their staff. This is often done for both financial and theological reasons. But is this the way it should be?

In a discussion board post offer your perspective on the following question:

- **Why (or why not), who among**, and **how** should church staff receive bonuses?

Be sure to answer all three of the questions if they apply: the why (or why not), who, and how. To answer **why** describe specifically what criteria you would use to decide whether or not to reward a church staffer. For **who** detail, what kinds of staff you would consider for bonuses: pastoral, executive, support, interns, etc., and why. For **how** explain what kind of reward you have in mind. Interact with

both this week's readings and scripture to argue a convincing managerial and theological rationale for your position.

Once you have posted, leave two instances of constructive and critical feedback for your peers. What did you learn from them? How do you disagree and why?

Week 5: In Grady's *HBR* article this week, she says: "To figure out what you really want your employee to do, ask yourself what you want the end-product to look like. How would you define success?" While for most organizations, answering this question is straightforward, Christian ministries have an extra dimension to consider. Businesses define success by efficiency and results. Ministries add to this list spiritual ideals such as faithfulness and obedience to Christ, humility, church unity, and a growing love for Christ. Often these go hand in hand; however, sometimes they can collide. Nonetheless, as this week's reading in Gangel pointed out, ministries are called to pursue excellence in ministry.

In a discussion board post, describe how you would respond to any **ONE** of the following three **coaching scenarios** as a manager. Be clear in how you are choosing to juggle your managerial and pastoral (i.e., church/ministry related) responsibilities. Interweave principles you have learned about coaching from this week's lesson.

- **Scenario 1.** Alexis met Jesus in your church after years of drug addiction, alcoholism, and promiscuous living. Since then she has completely turned her life around and is following Christ with passion and devotion. About a year ago, some elders lobbied to have her hired as a full-time youth ministry worker, a ministry you supervise. She seemed to be a great fit for ministry, due to her huge love for the Lord, zeal for ministry service, continual growth, and excitement to learn. Unfortunately, the results so far have been meager. Despite her zeal, Alexis has lacked the discipline and skill to undertake her job. Much of her work has spilled over to other team members and she has not been meshing well with the team overall. Simply put, she is not right for the job, but the job has been a huge blessing to her life and her walk with Christ. Would you coach Alexis (and how) or would you let her go?

- **Scenario 2.** Daniel is the best hire you ever had. Over the last 6 months he not only cleared out the backlog of his predecessor, but appears to be pulling the weight of two staff members in his daily workload. The problem is that Daniel knows it, especially since he has received job offers from two larger churches in your city. His pride does not inhibit his job duties but they definitely deserve pastoral counsel, as they do not demonstrate a growing relationship with the Lord. However, you are concerned that Daniel may not react well to confrontation. He knows *too well* what he is worth as an employee, and might not stick around if put under the spotlight for sins that he knows do not impact his performance. What would you do?

- **Scenario 3.** When your parent church planted your church three years ago, Christopher came along as worship pastor. Over the last few years, you have enjoyed watching him develop as a musician, Christian, husband, and father. He is not only well-loved by your congregation, but is

also an extremely talented worship leader. In a private meeting last week, Christopher confessed to you that he has been spiritually struggling for the last six months. He's had huge doubts and even has trouble genuinely worshipping when he leads the church in worship. Although no one has noticed, he says he has been "mostly faking" his worshipful devotion and prayers. As Christopher's supervisor and friend, how would you *coach* him in his job position as worship pastor?

After completing your post, leave two instances of helpful feedback for your classmates. Interact with at least one post that selected a different option (scenario) than you did. To what extent do you dis/agree and why? What would you have done differently? How did you learn from your classmate's perspective?

Assessments

Assignments:	% of Grade
Discussions (5)	20
1-1 Cross Cultural Team Leadership (3-4 page paper)	15
2-1 My Conflict Style (1-page Journal)	5
4-1 Conflict Analysis Report (2-3 pages)	10
5-1 Team Wiki: Team Effectiveness Audit (8-pages)	15
6-1 Planning a Team Meeting (1-2 pages)	5
7-1 Wiki Project	25
7-2 Reflections on Course (Journal)	5
Total:	100%

Letter grades are determined by the following scale:

Letter Grade	Percentage Equivalent	Description
A	96 – 100	Exceptional work
A-	94 – 95	Excellent work
B+	92 – 93	Very good work
B	89 – 91	Good work
B-	87 – 88	Above average work
C+	83 – 86	Average work
C	79 – 82	Work needs improvement
C-	75 – 78	Minimally acceptable work
F	< 75	Unacceptable work