

ASSEMBLIES OF GOD THEOLOGICAL SEMINARY
Doctor of Ministry

PTH 980 RELATIONAL LEADERSHIP & EMOTIONAL INTELLIGENCE

Dr. Steve Lim

February 7-11, 2005

COURSE SYLLABUS

COURSE DESCRIPTION

While organizational concepts remain important, research in the new field of emotional intelligence recognizes that great leadership depends strongly on relational and emotional factors. This course incorporates biblical understanding with recent findings concerning the roles of self-awareness, self-management, social awareness, and relational management in effective leading. The influence of temperament, self-esteem, assertiveness, and maturity will be considered. Aspects of relational leadership will be explored--including credibility, motivation, empowerment, teams, servant leadership, situational leadership, and mentoring. This course will also examine relational challenges such as difficult people, reaction to change, conflict, and cultural-ethnic differences.

COURSE OBJECTIVES

In satisfactorily completing this course, the participant will achieve these objectives:

1. Identify key biblical concepts of relationship, especially as they apply to ministry and leadership.
2. Explain the essential concepts of emotional intelligence and their application to leadership.
3. Identify the levels of relationships, the qualities needed for achieving them, and the hindrances to deeper relationships.
4. Identify and apply the principles of personal growth needed to form healthy relationships.
5. Describe how temperament theory can enhance relationships.
6. Describe the ways in which relationships enhance leadership, and key relationships that determine effectiveness in ministry.
7. Implement appropriate action in dealing with relational challenges in ministry.

8. Apply the concepts of relational leadership and emotional intelligence to present relationships and ministries.

REQUIRED TEXTBOOKS

(The required reading totals 1800 pages, including the Select Readings on Reserve in the Library. If you have previously read any of these books, please substitute other readings from the recommended list.)

Wright, Walter C. *Relational Leadership: A Biblical Model for Leadership Service*. Waynesboro, GA: Paternoster Press, 2002. (206 pp.)

Goleman, Daniel, Richard Boyatzis, & Annie McKee. *Primal Leadership: Realizing the Power of Emotional Intelligence*. Boston, MA: Harvard Business School Press, 2002. (256 pp.)

Kouzes, James M and Barry Z. Posner. *Encouraging the Heart—A Leader's Guide to Rewarding and Recognizing Others*. San Francisco: Jossey-Bass, 1999. (176 pp.)

Lencioni, Patrick. *The Five Dysfunctions of a Team*. San Francisco: Jossey-Bass, 2002. (224 pp.)

Lingenfelter, Sherwood G. & Marvin K. Mayers. *Ministering Cross-Culturally: An Incarnational Model for Personal Relationships*. Grand Rapids, MI: Baker Book House, 2002. (124 pp.)

Meier, Paul. *Don't Let Jerks Get the Best of You: Advice for Dealing with Difficult People*. Nashville, TN: Thomas Nelson Publishers, 1993. (240 pp.)

Ritchey, Tom. *I'm Stuck, You're Stuck*. San Francisco: Berrett-Koehler Publishers, 2002. (201 pp.)

Townsend, John. *Who's Pushing Your Buttons: Handling the Difficult People in Your Life*. Nashville, TN: Integrity Publishers, 2004.

Select Readings (approximately 200 pages, 3 sets will be placed on 2 hour Reserve in the Library and may be read during the week of class.)

ALTERNATE READING

(If you use any of the following as substitute reading, you do not need to read the entire book. Read according to your interest and keep track of the number of pages read.)

Barna George. *The Power of Team Leadership*. Ventura, CA: Issachar Resources, 2002.

Cherniss, Cary & Daniel Goleman, eds. *The Emotionally Intelligent Workplace: How to Select for, Measure, and Improve Emotional Intelligence in Individuals, Groups, and Organizations*. San Francisco: Jossey-Bass, 2001.

Cladis, George. *Leading the Team-Based Church*. San Francisco: Jossey-Bass, 1999.

Cloud, Henry. *Changes that Heal: How to Understand Your Past to Ensure a Healthier Future*, Grand Rapids, MI: Zondervan Publishing House, 1996.

Stanley, Paul D. & J. Robert Clinton. *Connecting: The Mentoring Relationships You Need to Succeed in Life*. Colorado Springs, CO: NavPress, 1992

COURSE OUTLINE

I. BIBLICAL MODELS OF RELATIONSHIPS

1. Jesus
2. Paul and the Early Church
3. Old Testament

II. EMOTIONAL INTELLIGENCE

1. Self-awareness
2. Self-management
3. Awareness of others
4. Relationship management

III. UNDERSTANDING RELATIONSHIPS

1. Levels of relationship and communication
2. Vulnerability and deeper relationships
3. Hindrances to relationships
4. Temperament and relationships

III. RELATIONSHIPS AND PERSONAL GROWTH

1. Self-esteem
2. Assertiveness
3. Boundaries
4. Maturity

IV. RELATIONSHIPS AND LEADERSHIP

1. Credibility and influence
2. Community and body ministry
3. Small group dynamics
4. Servant leadership
5. Motivation and empowerment
6. Leading volunteers
7. Building a staff
8. Teamwork and teams

9. Situational leadership
10. Mentoring
11. Relationships with the unchurched
12. Support, accountability, and ministry development

V. RELATIONAL CHALLENGES IN MINISTRY

1. Criticism
2. Difficult people
3. Cultural differences
4. Conflict
5. Reactions to change
6. Sexual temptation
7. Church discipline

COURSE REQUIREMENTS

Pre-session

Read the required textbooks, excluding the *Select Readings*, which will be on 2 hour Reserve in the Library. The latter may be read during the week of class. If any textbooks have been previously read, substitute the equivalent number of pages from the Alternate Reading list.

Session

Attend and participate in all sessions.

Reflect on how each topic applies to you. Notes on these reflections can form a rough draft for your reflection paper.

Present a 5-6 minute devotional message on the theme of relationships from selected scriptures, which will be provided.

Choose one of the following class presentations:

- a. Make a five-minute report on an assigned chapter, topic, or article. Provide a one page outline for each student.
- b. Prepare several role-plays about given relational situations. (2 students)
- c. Prepare a debate on assigned topic. (2 students—one pro and one con)

Post-session

Write a 10 to 12 page **reflection paper** on *your personal and ministry-related relationships past and present*. This project should integrate the insights gained through your reading (textbooks and select readings), insights from class, and evaluation of profiles completed during the course. Sources should be cited; however, no additional readings are necessary beyond what has been provided for the course. The purpose of

this paper is to help you to honestly *assess your relationships and to apply what you have learned* from this course to your life up to the present. Please be *concise*.

Write a 10 to 12 page **research paper** on the topic of your choice from those listed in the course outline. You should use a bibliography with at least 10 sources, and interact meaningfully with a minimum of 5 of these. Do **not** simply summarize content from sources, but **analyze and synthesize** your research. Summaries or lists which exceed one-third of a page should be placed in appendices. Be sure to cite your sources with the use of footnotes or endnotes. The purpose of this paper is to help you *comprehend and evaluate material* on a topic of interest to you.

Due Date:

Both papers should be postmarked no later than 90 days after the last day of class or **May 11, 2005**.

Format. Use Times-New Roman font, 12 point type and double-space. Make all margins 1” and place page numbers on the upper right-hand corner. Quotes longer than two lines should be single-spaced and indented.

Recommendations for Papers. Strive to write at a graduate level, maintaining a quality suitable for D.Min. papers. While the quality of your content is the most important, the use of poor grammar and style detracts. If possible, use an editor or ask several people knowledgeable in English and writing to thoroughly critique your work before submission. Recognize, as all good writers do, that extensive rewriting is a normal part of writing well. Allow time for the process of revision, which may require several drafts.

Syllabus prepared by Steve Lim, September 2004