CL 670: TEAMS AND TEAM BUILDING
GORDON-CONWELL THEOLOGICAL SEMINARY-CHARLOTTE

Spring 2016

January 19 – May 7, 2016
Residency (Mandatory): March 17-19, 2016

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Phone Office Hours: By Appointment.

COURSE SYLLABUS

COURSE DESCRIPTION

The purpose of this course is to help students, as potential team leaders and members, to appreciate the theological and managerial rationale for the use of teams in ministry. In addition, the student will acquire and develop the skills needed to build and sustain an effective ministry team. Key principles, strategies and interaction will facilitate the learning process.

Students will also be exposed to the functions of teamwork, recruitment, team formation, barriers to team building, and key principles of conflict management.

GORDON-CONWELL MISSION

CL 670 relates to the purpose of Gordon-Conwell by equipping the student to “equip the saints for the work of service” by developing teams to carry out the various ministries of the churches as the body of Christ. Theologically the Trinity works as a team with a common mission and vision for humankind. So also, teams represent the collaborative effort and unity of the body in accomplishing the vision and mission of the church in its local context.

COURSE RELATION TO THE CURRICULUM

The focus of the course in the Masters of Christian Leadership Curriculum is to help the Christian Leader to develop teams to carry out the various ministries of the church. Key essentials as recruitment, development, conflict management and relationship dynamics for effective team building, among other skills, are covered in this course.
COURSE OBJECTIVES:

When team members have completed the course they will be able to:

1. Explain the biblical roots of teamwork.

2. Define the characteristics of an effective team and demonstrate how those characteristics best function in their particular setting.

3. Understand how to build an effective team and facilitate building one in the weekly exercises of team building.

4. Lead various team sessions.

5. Understand the stages of building a team and the life cycle of a team.

6. Facilitate role clarification and conflict management, including when to ask a team member to leave and how to insert a new team member.

7. Recognize the key barriers that impede team growth.

8. Use various tools and exercises to develop and understand the strengths and weaknesses of team members and compensate accordingly.

COURSE REQUIREMENTS:

Achievement of the course objectives will be measured through a variety of assignments and activities described below.

COURSE MATERIAL

1. TEXTBOOKS:


   Reading due dates will be assigned in the online Lessons. In order to receive credit for the Lesson's activities, the assigned reading must be completed in its entirety.
2. **Read an additional 500 pages on team building** from journals magazines, web sites and books. Report your reading by indicating: book title, author, number of pages and annotated bibliography. This is due one month from last class. All or none. **100 points.**

Due: May 7, 2016.

**ASSIGNMENTS**

1. Form a team and be prepared to present to your fellow team members (the class) a critical principle or component concerning effective team building. Be prepared as a team to lead us in an exercise to demonstrate the principle or critical issue as well as teach us biblically and practically on ways to implement this principle in our building of an effective team. Some of the topics or principles covered could be: (1) Forming a team mission statement; (2) How to build a positive team climate; (3) How to strengthen team cohesiveness; (4) How to build trust in a team; (5) The key characteristics of a healthy team, etc. **200 points.**

Due: March 16, 2016.

2. Interview the senior pastor and their team or a division of a parachurch and their team. Find out what they did to establish their team, the roles people play and how they maintain their team as well as help each person to grow and contribute to the team. Write a paper giving a description of your findings concerning effective team building based on your interview. The paper is not to exceed 3 pages in length. **100 points.**

Due: May 7, 2016.

3. Write a job description of your present or future ministry. **50 points.**

Due: February 15, 2016.

4. Create an evaluation instrument for your job description which you and others can use to evaluate the effectiveness of your ministry (4-8 pages). **100 points.**

Due: February 29, 2016.

5. Pick an area of the church (like evangelism, worship, children’s ministry, youth, etc.) and develop a step-by-step process on how you would build a team for such an area. What would be the vision/mission statement? What would be the qualifications for being a team member? How would you go about recruiting your team members? Based upon the book “The Performance Factor” there are 6 key ingredients. Base your paper and processes on those principles. The paper is to be no longer than 20 pages with bibliography and references. **20 points.**

Due: May 7, 2016.
EVALUATION

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Point Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Online Lessons</td>
<td>250 points (50 per Lesson)</td>
</tr>
<tr>
<td>500 Additional Reading Pages (all or none):</td>
<td>100 points</td>
</tr>
<tr>
<td>Team Presentation</td>
<td>200 points</td>
</tr>
<tr>
<td>Interview</td>
<td>100 point</td>
</tr>
<tr>
<td>Job Description</td>
<td>50 points</td>
</tr>
<tr>
<td>Evaluation Instrument</td>
<td>100 points</td>
</tr>
<tr>
<td>Building a Team Paper</td>
<td>200 points</td>
</tr>
<tr>
<td><strong>Total Points</strong></td>
<td><strong>1,000 points</strong></td>
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LATE POLICY

No papers will be accepted after the dates in the syllabus unless a crisis has occurred. Crisis does not mean the following: “I didn’t have enough time,” “My printer broke down,” “My computer died,” etc. Explanations will be allowed in case of a crisis and then appropriate measures will be given—always with a spirit of grace. All papers are to be uploaded to Sakai. Once the syllabus due date has passed, no papers will be accepted in Sakai.

COURSE TIME ESTIMATE

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Estimated Hours</th>
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</thead>
<tbody>
<tr>
<td>Readings (including additional readings)</td>
<td>25 hours</td>
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<tr>
<td>Online Lessons/Activities/Videos</td>
<td>35 hours</td>
</tr>
<tr>
<td>Team Presentation</td>
<td>15 hours</td>
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<tr>
<td>Interview</td>
<td>6 hours</td>
</tr>
<tr>
<td>Job Description</td>
<td>3 hours</td>
</tr>
<tr>
<td>Evaluation Instrument</td>
<td>3 hours</td>
</tr>
<tr>
<td>Building a Team Paper</td>
<td>25 hours</td>
</tr>
<tr>
<td>Residency</td>
<td>22 hours</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>134 hours</strong></td>
</tr>
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COURSE OUTLINE

<table>
<thead>
<tr>
<th>Lesson Number</th>
<th>Lesson Title</th>
<th>Dates</th>
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<tbody>
<tr>
<td>1</td>
<td>Biblical Basis for Teamwork</td>
<td>January 19-Feb</td>
</tr>
<tr>
<td></td>
<td></td>
<td>uary 1-February 1</td>
</tr>
<tr>
<td>2</td>
<td>Key Principles for Effective Teamwork</td>
<td>February 2-15</td>
</tr>
<tr>
<td>3</td>
<td>The Growing Team</td>
<td>February 16-29</td>
</tr>
<tr>
<td>4</td>
<td>Team Dynamics and Models Continued</td>
<td>March 1-14</td>
</tr>
<tr>
<td>N/A</td>
<td>Residency</td>
<td>March 17-19</td>
</tr>
<tr>
<td>5</td>
<td>Dealing with Conflict</td>
<td>March 22-April 4</td>
</tr>
<tr>
<td>N/A</td>
<td>Paper/Reading Completion Period</td>
<td>April 5-May 7</td>
</tr>
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SYLLABUS ADDENDUM

Academic Standards

Cheating and plagiarism are considered serious breaches of personal and academic integrity. Cheating involves, but is not necessarily limited to, the use of unauthorized sources of information during an examination or the submission of the same (or substantially same) work for credit in two or more courses without the knowledge and consent of the instructors. Plagiarism involves the use of another person’s distinctive ideas or words, whether published or unpublished, and representing them as one’s own instead of giving proper credit to the source. Plagiarism can also involve over dependence on other source material for the scope and substance of one’s writing. Such breaches in academic standards often result in a failing grade as well as other corrective measures. For more information, please consult the Student Handbook.

ADA Policy

The seminary complies with the provisions of the Americans with Disabilities Act. A student with a qualifying and authenticated disability who is in need of accommodations, should petition the seminary in accordance with the stated guidelines in the Student Handbook.

Cancellation of Class

In the event the seminary has to cancel a class meeting (impending storm, professor illness, etc.), the Registration Office will send out an email (via the GCTS email account) notification to all students registered in the respective course. If the cancelation occurs the day of the scheduled meeting, the Registration Office will also attempt to contact students via their primary phone contact on record. The professor will contact the students (via GCTS account) regarding make-up. If a weekend class is cancelled, the class will be made up during the scheduled Make-Up weekend (see the academic calendar for the designated dates). For more info, consult your Student Handbook.
**Extension Policy**

Arrangements for submission of late work at a date on or before the “last day to submit written work”, as noted on the seminary’s *Academic Calendar*, are made between the student and professor. Formal petition to the Registration Office is not required at this time. This includes arrangements for the rescheduling of final exams.

However, course work (reading and written) to be submitted after the publicized calendar due date, must be approved by the Registration Office. An extension form, available online, must be submitted to the Registration Office prior to the “last day to submit written work.” Requests received after this date will either be denied or incur additional penalty. For a full discussion of this policy, please consult the Student Handbook.

**Grades**

Grades are posted on-line within twenty-four hours of receipt from the professor. Students are expected to check their CAMS student portal in order to access posted grades. Those individuals, who need an official grade report issued to a third party, should put their request in writing to the Registration Office. Faculty have six weeks from the course work due date to submit a final grade.

**Returned Work**

Submitted course work will be returned to the student provided s/he provides a self-addressed and postage paid envelope with his/her final work. Work submitted without the appropriate envelope will be destroyed once the grade has been assessed and issued.

**Virtual Writing Center**

Free assistance in writing papers is available to students through the Virtual Writing Center at Gordon Conwell. The Virtual Writing Center is staffed by Gordon Conwell graduates, or writing tutors with specialized knowledge in writing and/or ESL. Generally, this service is available to students who have completed or are currently enrolled in one of the following three classes:

- CT500 (Introduction to Theological Research)
- CO501 (Introduction to Counseling Research)
- IS502 (Theological Research and Writing)

If you enrolled in GCTS before Fall 2008, you were not required to take one of the three prerequisites above, and you may request access to the Virtual Writing Center. Also, ESL writing tutors are available to ESL students even if they are not currently enrolled in a degree program. If you do not meet one of these qualifications, but feel you would benefit from using the Virtual
Writing Center, contact us and we will evaluate your status.
Email writingcenter@gordonconwell.edu for more information.