Doctor of Ministry Course Syllabus

 Faith Leadership in Today's World

 MIN8104

 FALL2025

 August 28, 2025-December 11, 2025

 3:00 – 5:50 P.M Eastern Time

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**Course Description:**

This course challenges students to integrate key issues discovered in seminar II and seminar III as they search for types and models of leadership that are necessary to do ministry in our postmodern society. Society today is keen to find those who can facilitate the transformation of individuals, communities, and society. Students will then consider the role of the minister as transformer guide, and facilitator of healthy spiritual growth and development. Key questions concerning the development of an empowered laity, the dynamics of pastoral care and counseling, personal transformation, and leadership needs of postmodern multicultural world will be addressed.

3 credits.

Open only to D.Min students Faculty.

This course offers various approaches and strategies for leading religious and secular organizations and managing people in a multi-dimensional environment. The study focuses on skills for processing group and team interactions as a means of empowering individuals for decision-making and organizational problem solving. The relationships within the process, including administrative planning, organizing, allocating and monitoring outcomes, will be evaluated. The importance of decision- making in organizations, including decision-making models, types of decisions and problems, use of quality management tools to:

1. Determine the vision and mission
2. Identify ideas
3. Generate and select alternative solutions
4. Problem analysis and participatory decision-making and implementation will be studied.

The coursework also explores leadership expectations, and responsibilities of clergy in relation to individual and team performance in the religious, civic, and global arena.

**Course Outcomes:**

The HJ International offers education and programs in an interfaith context, which cultivate the heart, mind, and spirit bridge religious and cultural divides promote leadership, service and engagement with the world and provides tools for success in ministry and professional life. HJI is committed to the Unification and vision of one global family under God. The mission is represented in the Pastoral Care and Counseling course. Each student will strive to make progress by the conclusion of the semester in the following.

1. Identify the various theories used to describe organizational design, structure, culture and effectiveness.
2. Recognize the value of concepts of leadership for impact, audience analysis, and consensus building,
3. Analyze the numerous theories of organizational and leadership development and explain how they may be applied to situations in today’s ministerial needs.
4. Develop skills to examine the impact of change, culture, diversity, and technology and how these factors affect worship in communities, organizations, and individuals.
5. Evaluate the study of leadership styles and apply a historical framework to ministry and leadership theories within various organizational settings,
6. Appreciate the importance of organizational communications and training applying concepts of leadership and effective communications to individuals, groups, and organizations.
7. Examine organizations performance management systems, understandings how a religious leader might build capacity and establish organizational leadership o include visions, mission, goals, and objectives.

**Plagiarism and Academic Integrity Policy**

**Each student's work is expected to be a product of his or her own effort. Plagiarism is a form of dishonesty that occurs when a student passes off someone else's work as their own. Plagiarism in its most severe form occurs when a student purchases a paper from a third party or submits an entire body of work written by a third party, as the student’s own. These most serious cases can be reported to the Office of the Provost for disciplinary action. Possible actions include probation, suspension, or dismissal/separation from HJI.**

**Cutting and pasting material from various websites without citing the source of said material also constitutes plagiarism, as is a failure to cite sources in a paper, conveying the impression, intentionally or not, that another writer’s work is the student’s own. In these cases of plagiarism, the instructor may give the student an “F” for the offending assignment, require that the student repeat the assignment, or if the plagiarism continues, give the student an “F” for the course. A pattern of such behavior may be reported to the Office of the Provost. It can lead to serious consequences as listed above.**

**Use of generative artificial intelligence (AI) tools like ChatGPT in assignments is permitted only with prior permission of the instructor. If the instructor permits students to use AI for research, students should know that it may give false results and its facts need to be checked and verified. Any passages generated by AI must be given proper citation, just as for citing other authors’ works. In addition, students must append a paragraph at the end of their work explaining how and why they used ChatGPT, which includes what prompts were used and what measures were taken to verify its accuracy. Students may not use AI to produce the content for an assignment. If an AI tool is used without obtaining prior permission and/or without providing the required citation or explanation, it will be treated as plagiarism.**

**Faculty reserve the right to use plagiarism detection software, such as Turnitin, to find instances of AI-generated writing, as well as plagiarism from other sources, in student assignments.**

**Problem-Based Learning Project.**

**NETIQUETTE**

When posting online or by email, you need to follow the same ethical standards and laws as you would in face-to- face communications. Your language should be respectful of faculty members and fellow students. Do not post private or confidential information about anyone, and do not provide personal information that could put yourself at risk. The seminaries LMS has robust security measures to protect communication between teacher and student. Yet please be aware that anything that you post in discussions and groups in which other students participate can be retrieved by others and copied.

Do not download and share course materials without the permission of the instructor, as this may violate copyright. HJI reserves the right to delete postings on HJI maintained sited that are considered insensitive of intellectual property rights, invasive of privacy, profane, libelous, threating, harassing abusive, hateful or embarrassing. To any person or entity, or otherwise, is a violation of Student Code.

**Required Texts** (The Holy Bible is a required text in all class sessions)

Required textbooks may be purchased online through such source as Amazon or your preferred online bookshop. For any inquiries regarding the site, services provided, or products offered, please google the online contract.

Please note that the views expressed in the textbooks do not necessarily represent the views of the professor or HJI. It is expected that even in the places of disagreements with the textbooks, one will reflect upon and think critically regarding one’s own views, rather than simply dismissing views that may run counter to one’s own.

**Required Text: Prices are by way of Amazon.com**

 Maxwell, John C., ***The 360\* Leader***, Published in Nashville, Tennessee, by Thomas Nelson (2005). (ISBN 13-9780785260929) Price: $17.15

McIntosh & Rima, ***Overcoming the Dark Side of Leadership***, Baker Books, Grand Rapids, Michigan Ninth Printing 2005. (ISBN 13-9780801068355) Price $11.55

Carolina, Demetrius, ***Thriving In Spite Of Odds***, Amazon Books, <https://www.amazon.com/Thriving-Spite-Odds-Building-Community/dp/B0DXCFYH5X> Publisher: ‎Authors on Mission (2025) (ISBN 979-8895760444) Price $12.99

**Recommended Reading**

Drucker, P. F. ***Managing the Nonprofit Organization****, (ISBN 13-9780060851149)* HarperCollins, NY, NY (1990).

Gibbs, Eddie, ***Leadership Next,*** InterVarsity Press, Downers Grove, Illinois – 2005. (ISBN 0-8308-3283- 1).

Gibbs, Eddie, ***Church Next,*** Intervarsity Press, Downers Grove, Illinois – 2000 (ISBN 0-8308-2261-5)

Goleman, D., Boyatzis, R., & McKee, A**. *Primal Leadership****.* (2nd ed.). Boston, MA: Harvard Business School.

Johnson, Spencer, M.D. (1998). ***Who Moved My Cheese?*** NY, NY: G. P. Putman.

McKnight, John L. (1993). ***Building Communities from   the Inside Out.*** Chicago.

Morgan, G. (1997). ***Imagin-I-nation.*** Newbury Park, CA: Sage.

Wheatley, M. (1999). ***Leadership and the New Science****.*

(2nd ed.). San Francisco, CA: J Jossey-Bass.

**Supplementary Resources:**  The students are encouraged to become familiar with other sources, especially those located electronically and particularly topics dealing with leadership in organizations.

**Journals & Periodicals:** To be selected by Instructor.

**Assignments.**

You will structure a Problem-Based Learning Project around a challenge generated within your present environment. You will gather data from interdisciplinary sources to solve the problem. The project will commence the 2nd week of class starting and must be completed by the 7th week of class. The Problem-Based Learning Project must receive prior approval of the instructor before beginning the Intensive Project.

This Proposal should include your purpose and rationale, a description of what you plan to do including a proposed outcome, and how the instructional experience will be evaluated.

Conduct a 12 – 20-minute presentation on your project in wich you give an overview of what you did and engage us in discussion regarding your project. Six readings and case study assignments covering important aspects in leadership organizations are required.

1. Each student will present a Comprehensive paper (12-20 pages) containing a strategic plan on the topic approved and must cover the methods of organizational leadership based on learnings from Seminars II & III.
2. A (7) Minute Sermon is to be prepared focusing on “the influence of faith leader classwork. Students will critique and evaluate each sermon on a scale of 1-10 with 10 being the highest mark. The sermon must show (1) Subject Relevance, (2) Contextual Integrity, (3) Mission Validity within the body of discourse, and (4) Conclusion Relativity and be clear, concise, and convincing.

**Academic Requirements:**

1.All students expected to “attend” the course by completing all course assignments in an academic manner and with complete preparation.

2. Grammar, punctuation, spelling and overall compositions will be included in the grading of all assignments.

3. Plagiarism will not be tolerated.

**Schedules and Assignments:**

Introduction to Doctor of Ministry Program: Students are required to have read the ***The 360\* Leader*** text by John Maxwell and write a three-page summary of this book.

Cite appropriate references from this text in the summary paper. Submit the summary paper to your instructor.

 **August 25th**: Class orientation. Leadership discussion and Problem Based headship lecture. Reading assignment Maxwell – The 369\* Leader -

 **September 8nd**: How does theological systems on an academic scale and in the global environment influence leadership development? Building Fires, Pulling The Alarm Just so you can Save the Day and Be a Hero - Confronting Poor Performers – Creating Team Policies - Setting Goals – Some Team Lessons From Geese

**September 15th** (PROJECT TOPIC DUE) Students shall read the text by Maxwell – The 360\* Leader – Developing Your Influence from Anywhere in the Organization. Redefining Leadership – Changing Styles in Leadership – Passionate Leader - Autocratic Leader – Consensus Leader.

**September 22th**: Leadership Traits – Activities of Leadership Facing the Cost of Leadership – Leadership Emergence and Development. In Spite of Odds

**September 29th** The Compulsive Leader – The Narcissistic Leader – The Paranoid Leader – The Codependent Leader – The Passive Aggressive Leader.

**October 6th**: Lecture/Discussion: (Dr. Carolina leads all, unless otherwise noted) – The G.O.A.T. of           Transformational Leadership. Peter Drucker: (Non- profit organization principles and practices) Marketing built into the design of service – Marketing plan with specific objectives and goals.

Read an article on leadership and effective communications. For extra credit students may weekly submit a two-page analysis of the materials read or reflection from previous week’s lecture.

**October 9th**: From living in the Past to Engaging with the Present – The growth of new paradigms in Leadership - Cultural Shift and Bridging the Cultural Divide - Leadership and the responsibility to Serve.

**October 13th** Traditional, Modernity, and Postmodern Leadership – The loss of the self – Approval review and discussion of the Problem-Based Learning Project: Intensive Project

 **October 23rd** Students will structure a Problem-Based Learning Project around a challenge generated within their present environment. Students will gather data from interdisciplinary sources to solve the problem. This proposal should include your purpose and rationale, a description of what you plan to do including a proposed outcome, and how the instructional experience will be evaluated

**October 20th** Conduct a 12- 20-minute presentation on your project in which you give an overview of what you did and engage

**October 27th** Conduct a 12- 20-minute presentation on your project in which you give an overview of what you did and engage

 **November 3rd** (COMPREHENSIVE PAPER DUE)

Students are to have read the text: Overcoming the Dark side of Leadership, by McIntosh & Rima. Cite appropriate references and integrate them into discussion.

**November 10. Conduct a 12- 20-minute presentation on your project in which you give an overview of what you did and engage**

**November 24th** THANKSGIVING BREAK

**December 1st** Understanding Our Dark Side – Discovering the Dark Side – Redeeming Our Dark Side. Understanding Your Identity.  Targeting- In spite In Spite of Odds

**December 11th** Final presentation, Report and Assignments Discussion

Missional Leadership – Market Driven Leadership – From Bureaucratic Hierarchies to Apostolic Networks – Leadership in an Age of Networks – Schooling Professions vs. Mentoring Leaders.

**Building Your Team:**

•   Make your Objectives Clear

•   Pose Smart Questions

•   Take cues from your team

•   Manage Change

•   Master Meetings

**Post Project**: Submit a final report on your project that includes your evaluation of the instructional experience. In the evaluation component, discuss the strengths and weakness of the project, that you would do differently the next time (if any). Describe what you learned about yourself as an instructor\leader or about the people you engaged during this project. Provide economic, socio-political, and religious consequences of your project. There is a six-week post period for the completion of the project.

**Bibliography**

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(5th ed.) Needham Heights, MA: Allyn and Bacon. Berko,R.M.Wolvn,A.D.& Woven, D.R. (1989).

***Communicating: A Social and Career Focus*** (4th ed.) Boston, MA: Houghton Mifflin Conrad, C. (1990). ***Strategic Organizational Communication: An Integrated Perspective*** (2nd. Ed) Orlando, FL: Holt, Rinehart, and Winston.

Daft, R.L. (1988). ***Management.*** Chicago. IL: The Dryden Press.

Dailey R.C. (1988). ***Understanding People in Organizations***. St. Paul, MN: West.

Dibble, J.A. (1994). ***Communication…Skills and Strategies***. Cincinnati, OH: Southwestern Publications.

Donohew. L., Sypher, H.E. & Higgins, E.T. (1988). ***Communication: Social Cognition, and Affect.*** Hillsdale, N.J.: Lawrence Erlbaum Associates.

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Fiorda, R.A. (1990). ***Communication in Education***, Calvary, Alberta: Detasseling Enterprises. Gamble, T.K. and Gamble, Michael. W. (1990).

***Communication Works***, 3rd Ed. New York, NY: McGraw-Hill Publishing company.

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Goleman, D., Boyatzis, R., & McKee, A.: ***Primal Leadership***. (2nd ed.) Boston, MA: Harvard Business School Press. Hoy, W.K. and Miskel, C.G (1991).

***Educational Administration: Theory, Research, and Practice***, 4th Ed. New York, NY McGraw-Hill.

Hoyle, J.R., English, F.W., and Steffy, B.E. (1990) ***Skill for Successful School Leaders***, 2nd e. Arlington, VA: American Association of School Administration.

Jandt, F.E. ***Straight Answers to People Problems***. Burr Ridge, IL: Irwin Professional Publishing.

Johnson, J.D. (1993***). Organization Communication Structure***. Norwood, N.J.: Ablex Publishing Corporation.

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G.P. Putman, NY. NY.

Joyce, A.B. (1991). ***Written Communications and the School Administrator***. Needham, MA: Allyn and Bacon.

Kolb, D.A., Osland, J.S. and Rubin, I.M. (1995). ***Organizational Behavior: An Experimental Approach***, 6th e. Englewood Cliffs, NJ. Prentice Hall.

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McPherson, R.B., Crowson, R.L., & Pitner, N.J. (1986). ***Managing Uncertainty: Administrative Theory and Practice in Education***. OH: Merril.

Mead, R. (1990). ***Cross-cultural Management Communication***. New York: John Wiley & Sons.

Miller, S.J., Hickson, D.J. and Wilson, D.C. (1996).

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Englewood Cliffs, N.J. Prentice Hall.

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Petty, R.E., & Cacioppo, J.T. (1986). ***Communication and Persuasion, Central and Peripheral Routes to Attitude Change***. New York: Springer-Veriag.

Schwartz, R.M. (1994). ***The Skilled Facilitator***. San Francisco, CA: Jossey-Bass Publishers.

Schwahn, C.J. and Spady, W.G. (1998). ***Total Leaders: Applying the Best Future Focused Change Strategies to Education.*** Arlington, VA: American Association of School Administrators.

Shavitt, S., & Brock, T.C. (1994). ***Persuasion, Psychological Insights and Perspectives.*** Needham Heights, MA.: Allyn and Bacon.

Wheatley, M. (1999). ***Leadership and the New Science***. (2nd ed.) San Francisco, CA. Jossey-Bass.

**Major Course Themes**

 **Anatomy of ideas \***Presents the body of ideas in an original manner \*Presents body of ideas in a consistent manner \*Body of ideas are vague or unclear.

**Organization of Written Materials \***Strong and organized throughout the work with introduction, body section and conclusion \*Organized introduction and body section and conclusion \*Some organization lacking strength in the introduction and body of work and conclusion \*No organization: lacking strength in introduction and body of work and conclusion.

**Understanding \***Writing reveals strong understanding \*Writing reveals clear understanding \*Writing reveals adequate understanding \*Writing fails to reveal more than little understanding

**Word Choice \***Highly developed used of nouns and verbs in a very informative essay \*Nouns and verbs make essay informative \*Needs more nouns and verbs \*Little or no use of nouns and verbs

**Sentence Structure** \*Sentence structure delivers an outstanding flow of meanings within paper \*Sentence structure is evident; majority of the sentences flow well \*Sentence structure is limited; sentences need better flow \*NO sense of sentence structure or flow

**Mechanics** \*Extremely limited or no errors \*Few errors \*Several errors \*Numerous errors

GRADES for course are recorded by letter, and understood as follows: **A**- Excellent **B**-Good **C**-Acceptable **D**-Acceptable with errors **F**-Failure

 **Course Learning Outcomes Rubric**

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| **Learning Outcome** | **Novice** | **Approaching** | **Proficient** | **Advanced** | **Score** |
| 1. Identify the various theories used to describe organizational design, structure, culture, and

Effectiveness. | Limited use of theories in describing organizational characteristics | Explicates 30% of the transformational leadership principles presented in the | Explicates 60% of the principles of presented in the coursework, sometimes referencing their major contributors | Explicates 80% of the principles of effective leadership styles presented in the course and refers to their major |  |
|  |  | coursework |   | contributors |   |
| **2** Recognize the value of concepts of leadership for impact, audience analysis, and consensus building. | Describes one transformational theory of leadership;evaluates others through that and lens | Recognizes twelve or more effective keys common among transformational leaders and how to apply them | Recognizes twelve or more effective keys common among transformational leadership training of diverse groups; also areas of difficulty in certain leadership styles | Recognizes twelve or more effective keys common among transformational leadership training of diverse groups, assessing the tools of conflict management and conflict resolution |   |
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| 3.Analyze the numerous theories of organizational and leadership development and explain how they may be applied to situations in today’s ministerial needs. | When analyzing a conflict, generally sees issues and values from one side | When analyzing a conflict, seeks to understand the issues and values on both sides | When analyzing a conflict, seeks to understand the issues and values on both sides in an even- handed way | When analyzing a conflict, seeks to understand the issues and values on both sides in an even- handed way by explaining the value of both sides and their argumentation |  |

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| **4.** Develop skills to examine the impact of change, culture, diversity and technology and how these factors affect worship in communities, organizations and individuals. | Acquires the skills of assessing impact of change in social constructs, but not yet able to explain why it is so. | Explains: How might a transformational leaders effect change in diverse cultures, while making use of a variety of tools toEnhance positives within different groupings | Explains: With noted examples, how might effective leadership transform situations for rapid growth, stabilizing growth, stability, stability while declining or stability in dying | Explains with examples and demonstrates expertise in sustaining and maintaining strength as a leader, while guiding, navigating, healing, nurturing and reconciling personsthrough difficult situations. |   |
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| **5** Evaluate the study of leadership styles and apply a historical framework to ministry and leadership theories within various organizational settings. | Recognizes socio-cultural and historical context as a factor in effectivetransformational leadership | Explains socio- cultural and historical context as a matter for managementand a factor for leadership development | Makes socio-cultural and historical context a theological concern when analyzing conflict management and as factor for conflictresolution in leadership development | Places socio-cultural and historical context squarely within a theology of peacemaking perspective, citingauthorities and/or examples in the analysis of leadership |  |
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| **6.** Appreciate the importance of organizational communications and training; applying concepts of leadership and effective communication to individuals, groups, and organization. | Affirm positive and productive patterns of communication in effective transformation terminology | Seeks to apply transformational l leadership laws and principles to cases of conflict resolution | Utilizes transformational leadership principles in nurturing conflict resolution and in training leaders in management skills | Discerning in utilizing various transformational leadership principles in various conflict scenarios, and in promoting a style of conflict management. |  |
| **7.** Examine organization performance management systems, understanding how a religious leader might build capacity and establish organizational leadership to include vision, mission, goals, and objectives. | Affirmation a positive management systems performance for churches and religious organizations | Identifies principles the church is using in nominations and leadership development in a post transformational era. | Identifies principles the church is using in its Leadership development training process, evaluate the effectiveness of its training procedures. | Identifies principles the church is using in its leadership development efforts, assesses their application in practice and adequacy to the task of creating strong transformational leaders. |   |
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