

# TENNESSEE TEMPLE UNIVERSITY



## *Masters of Arts in Leadership Program*

### Program Overview 2014-2015

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Dr. David D. Pitcher, Director  
Mrs. Trudy Owens, Administrator and Advisor

**If you have questions,  
please email Mrs. Trudy Owens at [owenstp@tn temple.edu](mailto:owenstp@tn temple.edu)**

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<b>LEAD 5003 Introduction to Leadership</b> An overview of leadership theories and graduate-level research principles
<b>LEAD 5013 Theories of Leadership</b> Introduction to the affective aspects of leadership
<b>LEAD 5033 Leadership with Technology</b> A study of effective leadership behaviors and practices in the context of a modern global economy
<b>LEAD 5043 Organizational Theory</b> A study of effective leadership paradigms within the organization
<b>LEAD 5063 Conflict &amp; Collaboration</b> A study of a leader's role in biblical conflict resolution
<b>LEAD 6033 Ethics in Leadership</b> A study of how values & ethics are established, managed and influenced by leaders
<b>LEAD 6113 Biblical Leadership: Transformational, Servant, and Steward</b> An examination of the foundation, principles and practice of biblical leadership
<b>LEAD 6123 Organizational Finance</b> Leader preparation to read, develop, and write financial text for organizational leadership
<b>LEAD 6133 Team Building</b> An exploration of the practices, theory and application of team development
<b>LEAD 5143 Research Activities</b> A practical overview for conducting applied research and evaluating programs and initiatives
<b>LEAD 6193 Leadership Capstone Project</b> Students create a research portfolio, project or thesis as synthesis of the program <b>(6 credits)</b>
<b>36 total credit hours</b>

**M.A. in Leadership Structure:** 100% online, 36 credit hour degree program in 8 week terms.

**Admission Requirements:**

- An accredited Bachelor's degree, or the equivalent, and a cumulative GPA of at least 3.00
- Three Letters of Recommendation
- Admissions essay
- No Entrance Exam. Rather, students must earn A and B grades. C grades or below lead to dismissal.
- Official transcripts from all previously attended institutions
- TOEFL (80) for international students

**Federal Financial Aid:** Our Financial Aid Department will be happy to assist you with any questions you have. They can be contacted at: [financialaid@tn temple.edu](mailto:financialaid@tn temple.edu) or 423-493-4207.

**Program Cost (subject to change):**

- Tuition @ 2014-15 rate (\$266/credit hour) = \$9,576.00
- Fees & Books = ~\$3,000

**Total = \$12,576**

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## ***Program Overview***

The Tennessee Temple University M.A. in Leadership is a graduate program designed to address pressing leadership problems and to prepare Christian leaders to transform the world for the glory of God.

### ***Mission Statement***

The mission of the M.A. in Leadership program is to:

1. Establish a forum, grounded in biblical foundations, for reflection, thought, research and publication on Christian worldview issues, thereby influencing the leadership of organizations throughout the world.
2. Provide a quality graduate program that does not require a disruption of family life or current employment for program completion.
3. Provide a learning environment that fosters critical thought and scholarship such that the graduate students who complete the program are competent researchers and leaders.

### ***Program Objectives***

1. Each graduate will demonstrate understanding of the elements of leadership.
2. Each graduate will demonstrate competence in conducting research.
3. Each graduate will develop comprehension of the responsibilities and obligations of the leader in the expanding realms of self, organization, society, country, and God.

### ***Accreditation***

Tennessee Temple University is a member of the Transnational Association of Christian Colleges and Schools (TRACS) [PO Box 328, Forest, VA 24551; Telephone: 434.525.9539; email: [info@tracs.org](mailto:info@tracs.org)] having been awarded Reaffirmed status as a Category IV institution by the TRACS Accreditation Commission on November 28-29, 2005; this status is effective for a period of ten years. TRACS is recognized by the United States Department of Education (USDE), the Council for Higher Education Accreditation (CHEA) and the International Network for Quality Assurance Agencies in Higher Education (INQAAHE).

### ***Statement of Faith***

*(TTU has affirmed the 2000 Baptist Faith & Message; all professors have signed it.)*

1. We believe in the verbal inspiration and authority of the Scriptures. We believe that the Bible reveals God, the fall of man, the way of salvation, and God's plan and purpose in history.
2. We believe in God the Father, God the Son, and God the Holy Spirit.
3. We believe in the deity, virgin birth, and bodily resurrection of Jesus Christ.
4. We believe that salvation is by grace plus nothing and minus nothing. The conditions to salvation are repentance and faith.
5. We believe that men are justified by faith alone and are accounted righteous before God only through the merit of our Lord and Savior Jesus Christ. Justification establishes an eternal relationship that can never be broken.
6. We believe in the visible, personal, and premillennial return of Jesus Christ.
7. We believe in the everlasting conscious blessedness of the saved and the everlasting conscious punishment of the lost.

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# Sample Syllabus



## TENNESSEE TEMPLE UNIVERSITY LEAD 5063

### CONFLICT & COLLABORATION

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#### SYLLABUS A TERM FALL 2014

PROFESSOR: DR. J. THAD HARLESS

**MISSION STATEMENT:** The mission of Tennessee Temple University is to provide Christ-centered higher education that transforms lives academically and spiritually for the glory of God.

**CORE VALUE EMPHASIS: SERVANT LEADERSHIP** We are committed to following the example of our Lord Jesus by leading through self-sacrifice and service to others.

**COURSE DESCRIPTION:**

This course studies a leader's role in conflict resolution.

**PREREQUISITES:**

None

**PROGRAM OBJECTIVES:**

- I. Each graduate will demonstrate understanding of the elements of leadership.
- II. Each graduate will demonstrate competence in conducting research.
- III. Each graduate will develop comprehension of the responsibilities and obligations of the leader in the expanding realms of self, organization, society, country, and God.

**COURSE OBJECTIVES:**

The student who successfully completes this course will be able to:

1. Recognize fundamental areas necessary to lead effective conflict resolution.
2. Analyze & evaluate behaviors that lead to conflict resolution in organizational settings.
3. Review a range of complementary and competing theories about conflict resolution.
4. Analyze organizational behavior by applying theoretical frameworks.
5. Develop a foundation for effective conflict resolution in organizational & personal settings.
6. Develop critical reading, writing, and thinking skills essential for all leadership roles.

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## COURSE MATERIALS:

### Required Texts:

Echols & England (2011). *Catastrophic Crisis: Ministry Leadership in the Midst of Trial and Tragedy*. B&H Academic. ISBN: 978-0-8054-4976-1

Gerzon (2006). *Leading Through Conflict: How Successful Leaders Transform Differences Into Opportunities*. Harvard Business School Press. ISBN: 978-1-59139-919-3

Lencioni (2005). *Overcoming The Five Dysfunctions of a Team: A Field Guide for Leaders, Managers, and Facilitators*. Jossey-Bass. ISBN: 0-7879-7637-7

Lencioni (2005). *The Five Dysfunctions of a Team*. Jossey-Bass. ISBN: 978-0787960759

### Required Resources:

The student must have a reliable internet connection and the appropriate internet service provider. Google Chrome is particularly successful with the Moodle platform. The student must also have a quality word processor such as MS Word 2007.

### Recommended Materials:

Dana, Daniel. (2001). *Conflict Resolution*. McGraw-Hill.

Raines, Susan S., (Ed.) *Conflict Resolution Quarterly*. Wiley Periodicals, Inc.

## COURSE REQUIREMENTS AND ASSIGNMENTS:

All times mentioned in this syllabus are eastern time.

### Assignment Weights

All Assignments are due on Moodle by midnight **Thursday**.

Late work will receive a greatly reduced grade (~50%).

#### Catastrophic Crisis

Read text & write short answers (brief paragraph)  
from each of the questions at the end of every chapter (8-10 pages total) 20%

#### Leading Through Conflict

Read text & write a reaction/reflection paper  
(10-12 pages) 30%

#### The 5 Dysfunction Texts by Lencioni

Read both texts for clarity  
Write an application paper on how to overcome the 5 dysfunctions  
of a team derived from these two texts (8-10 pages) 30%

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Develop a power point presentation using Lencioni as if you were consulting a team on how to overcome the 5 dysfunctions of a team (15-20 slides)

20%

**TOTAL 100%**

<b>Assignments</b>	<b>Points (or %) of Grade</b>	<b>Course Objective</b>	<b>Program Objective</b>
<u>Catastrophic Crisis</u>	20%	1, 4, & 6	
<u>Leading through Conflict</u>	30%	3, 5, & 6	
<u>The Five Dysfunctions application paper</u>	30%	1, 2, 4, & 6	
<u>The Five Dysfunctions powerpoint presentation</u>	20%	1, 2, 4, & 6	

\* Common Assignment - this assignment is used in each section of this course for quality assurance.

## **COURSE GRADING**

### *Grading Scale*

<b>Grade</b>	<b>Percentage</b>	<b>Quality Points</b>
A	91-100	4.0
B	81-90	3.0
C	71-80	2.0
D	61-70	1.0
F	0-60	0.0

### **COURSE SCHEDULE:**

The Course Schedule is on a separate document under the “Course Materials” heading in the top of the course shell.

### **COURSE POLICIES:**

All assignments must be completed to pass the course.

### **ONLINE ATTENDANCE POLICY:**

Online Course Check-In and Participation Policy. Enrolled online students must check-in to courses, continue with assigned work or officially withdraw. Failure to check-in will result in administrative withdrawal from the course or may result in a grade of “WF.” Students who check-in to a course only or fail to maintain ongoing participation but do not officially withdraw will receive a grade of “F.”

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### **ACADEMIC INTEGRITY POLICY:**

Tennessee Temple University believes that a student's behavior should reflect the integrity of a life devoted to Christ. Within the university environment, two ways that a student demonstrates academic integrity are by producing original academic work and supporting that work, for researched assignments, by correctly documenting academic sources. While Tennessee Temple University communicates standards within and beyond the classroom that correspond to academic integrity, the university also recognizes the possibility of a student violating this policy. Any infraction of the Academic Integrity Policy will be interpreted as academic misconduct. Thus, regarding a student's academic integrity, Tennessee Temple University identifies but does not limit its recognition to four types of academic misconduct:

- 1) Cheating: the unauthorized use of information, materials, and/or sources on any assignment submitted for course credit
- 2) Collaborating: the intentional participation in an act of academic misconduct
- 3) Fabricating: the falsification, alteration, or creation of cited or non-cited information on any assignment submitted for course credit
- 4) Plagiarizing: the duplicating, paraphrasing, or summarizing of ideas, images, and/or words of another published or unpublished source (including work by another student) without proper in-text citation and documentation on any assignment submitted for course credit

NOTE: A more expansive articulation of these four areas of academic misconduct is located in the current Academic Catalog and Student Handbook.

### **DISCIPLINARY ACTION FOR ACADEMIC MISCONDUCT**

Upon the first infraction, within or beyond the academic year in which the infraction occurs, the student, at the discretion of the Professor, may

- \*receive a zero for the assignment in question
- \*be dismissed from the class time during which the infraction occurs or until the student has met with

the Professor to discuss the infraction in context of the Academic Integrity Policy

- \*attend a TTU Academic Misconduct Seminar (\$50 fee)
- \*receive an F for the course in which the infraction occurs

Upon a second infraction, the student, at the discretion of the appropriate academic official, may be

- \*placed on suspension
- \*dismissed from her/his declared major
- \*expelled from the university

### **NOTE:**

A student may not withdraw from the course in which s/he has violated the Academic Integrity policy to avoid disciplinary action.

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All infractions of the Academic Integrity Policy will be reported by the Professor to the Dean of Students and the Vice President for Academic Services.

Students who violate the Academic Integrity Policy in more than one class within the same semester will be subject to the consequences listed for a second infraction.

Violations of the Academic Integrity Policy are cumulative through all degree programs at Tennessee Temple University.

Approved by faculty 7-25-13;  
Revised and approved by faculty November 8, 2013

### **UNIVERSITY POLICIES**

See the Tennessee Temple Catalog and the Student Handbook for all university policies.

### **SELECTED BIBLIOGRAPHY**

Cloke, Kenneth & Goldsmith, Joan. (2011). *Resolving Conflicts at Work*. Wiley.

Dana, Daniel. (2001). *Conflict Resolution*. McGraw-Hill.

Fisher, Roger, Ury, William L. & Patton, Bruce. (2011). *Getting to Yes*. Penguin Books.

Folger, Joseph P., Poole, Marshall Scott & Stutman, Randall K. (2008). *Working Through Conflict*. Allyn & Bacon.

Friedman, Thomas L. (2000). *The Lexus and the Olive Tree*. Farrar, Straus, and Giroux.

Furlong, Gary T. (2010). *The Conflict Resolution Toolbox*. Wiley.

Jones, Tricia & Brinkert, Ross. (2008). *Conflict Coaching*. Sage.

Mayer, Bernard. (2012). *The Dynamics of Conflict*. Jossey-Bass.

McConnon, Shay & McConnon Margaret. (2010). *Managing Conflict in the Workplace*. Howtobooks.

Nash, Ronald H. (2010). *Worldviews in Conflict: Choosing Christianity in a World of Ideas*. Zondervan.

Rahim, Afzalur. (2010). *Managing Conflict in Organizations*. Transaction Publishers.

Raines, Susan S. (2013). *Conflict Management for Managers*. Wiley.

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Ramsbotham, Oliver, Woodhouse, Tom & Miall, Hugh. (2011). *Contemporary Conflict Resolution*. Wiley.

Shelley, Marshall. (2005). *Well-Intentioned Dragons*. Baker.

Wilmot, William W. & Hocker Joyce L. (2013). *Interpersonal Conflict*. McGraw-Hill.

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