

## **NORTH PARK THEOLOGICAL SEMINARY**

MNST 5130: Leading and Teaching in Ministry (3 Semester Hours)

Spring Semester, 2018

Instructor: Dr. Dwight A. Perry, [daperry@northpark.edu](mailto:daperry@northpark.edu) Nyvall 301

Tuesdays and Thursdays, 9:30-10:45 am

### Course Description

This course is an examination of the nature and issues of Christian leadership and Christian education in the church. This course will introduce the tensions and dimensions of historical, theological, pedagogical foundations of Christian leadership and Christian education. Such elements as systems thinking, non-anxious leadership, change management, cross-cultural leadership, education theory, congregational learning, assessment, and holistic formation will be considered as they relate to clergy leading and teaching in the church.

### Course Methodology

Those who minister within the church require a wide range of abilities and the application of a range of ministry tools. Leading and teaching in the church/ministry requires wisdom that combines valid theories, accurate knowledge, critical values, relevant skills, and practical experience. Developing into an effective pastor/ministry leader in God's kingdom is a life-long process that takes personal effort, mentoring and modeling by others, opportunities to exercise leadership, and the gracious and sovereign work of God. Each pastor/leader needs to possess three core competencies: Teaching Well, Leading Well and Self Care Well. This course should aid you in that process, providing exposure to components that comprise effective education and leadership in the church.

In this course, the goal is to model and experience many of the elements that contribute to good leadership and effective Christian education. Classes will include a mix of lectures, weekly reflection papers that integrate the lectures and the reading, and group presentations. Each class member will be expected to participate fully and responsibly and to prepare for class topics and assignments through reading and reflection.

### Objectives :

Upon successful completion of this course, participants should

- Understand the challenges for Christian leadership and formative education.
- Articulate a practical philosophy of Christian leadership and Christian education in the church, which is grounded in the theological and social sciences.
- Demonstrate a thorough knowledge of the seven major foundations of Christian Education.
- Rehearse major theories and dimensions of organizational culture as it relates to Christian leadership and Christian education.
- Develop a working model of effective change leadership within a local church/ministry context.
- Develop a vision and growing capacity to excel in leadership in God's mission.
- Communicate the whole gospel of Jesus Christ in contextually appropriate and effective ways.
- Embody a ministerial identity committed to caring for spiritual formation of the self, individuals, and communities.

### Required Texts:

Jones, Kirk Bryon. *Rest in the Storm: Self-Care Strategies*. Valley Forge: Judson Press, 2001.

Le Fever, Marlene. *Learning Styles: Reaching Everyone God Gave You to Teach*. Colorado Springs: David C. Cook, 1995.

Kouzes, James M., Posner, Barry Z. *The Leadership Challenge 6<sup>th</sup> Edition*. Hoboken: John Wiley and Sons Inc., 2017.

Pazmino, Robert W. *Foundational Issues in Christian Education: An Introduction in Evangelical Perspective 3<sup>rd</sup> Edition*. Grand Rapids: Baker, 2008.

## Course Assignments

Late written assignments receive a 25% grade deduction up to one week past the due date. After the seven days are complete, assignments will not be accepted. Unexcused lack of readiness for a presentation will receive a 25% grade reduction. While it is expected that a number of resources will be used in preparation for course assignments, it is also expected that research findings will be authentic, submitted work will be original, and all sources used will be acknowledged.

- I. **Weekly reflection papers:** Each week you will turn in a weekly reflection paper on the reading. This paper should be no longer than three pages double spaced and should focus on the integration of the prior week's reading. **150 points Due the Following Tuesday.**
  
- II. **Small group presentation of foundational theory of Christian Education:** During the first half of the course that is built around the teach well construct, you will be paired with one or two students in order to present an in-depth reflection of the subject matter that week. You will be given a rubric in class that you must follow in preparing your small group presentation. Your presentation outline must be turned in on the day of your presentation based upon the rubric that is given you in class. This presentation will be videotaped with critique from your colleagues. A two to four page reflection paper on what you learned individually based on the rubric will be due one week after the completion of your presentation. **250 points Due the following Tuesday.**
  
- III. **Case Study Reflection:** You will be presented with a ministry case that will integrate the information on change management, systems theory, non-anxious leadership, team leadership and leadership theory. You will be given a rubric in class that this 5-10 page reflection paper must be based upon. You will use this Case Study Reflection as one of your artifacts in your portfolio and must be submitted to your portfolio by the due date. **Individual Learning Outcome Five 250 points Due May 3, 2018**

- IV. Group Final Project:** You will be put in a group of fellow students for the final project that will focus on one of the three overarching themes of this course: Teach Well, Lead Well and Self Care Well. You will be asked to develop a six-week teaching curriculum integrating all that you learned in this course for your particular theme. You will present this in class and it will need to be videotaped. A five to ten page self- evaluation paper will be due by the end of Finals week from each group participant based on the rubric handed out in class. Both the video and your individual five to ten page self-evaluation paper must be entered into your portfolio as one of your artifacts by the due date. **Individual Learning Outcome Six 350 points Due May 1, 2018**

#### Course Grading Rubric

1000-951 = A  
950-930 = A-  
929-910 = Bt  
909-880 = B  
879-860 = B-  
859-840 = Ct  
839-800 = C  
799-780 = C-  
779-760 = Dt  
759-720 = D  
719-700 =Dt  
699 and below = F

Course Topics (Subject to Change)

The Self Care of a Leader  
Theology of Teaching and Learning  
Understanding Structures and Systems  
Systems Thinking  
Dysfunctional Systems vs. Healthy Churches  
Non-Anxious Leadership  
Holistic Formation and Leadership  
Change Theory  
Curriculum Development  
Learning Styles  
Practical Aspects of Christian Education  
Strategic Planning

Course Schedule:

January 16- Introductions. Course syllabus including expectations.

January 18- Lecture on Overall Course Design: Teach Well, Lead Well Self Care Well

January 22-26 – ECC Midwinter

January 30- Biblical Foundations

February 1- Biblical Foundations Presentation

February 6- Theological Foundations

February 8- Theological Foundations Presentation

February 13- Philosophical Foundations

February 15- Philosophical Foundations Presentation

February 20- Historical Foundations

February 22- Historical Foundations Presentation

February 27- Sociological Foundations

March 1- Sociological Foundations Presentation

March 6- Psychological Foundations

March 8- Psychological Foundations Presentation

March 12-16- Reading Week/ Spring Break

March 20- Curricular Foundations

March 22- Curricular Foundations Presentation

March 27- Cresendo Presentation

March 29- Systems Theory

April 3- Change Theory

April 5- Conflict Theory

April 10 –Conflict Theory

April 12- Strategic Planning Theory

April 17- Team Building Theory

April 19- Self Care- Sexual Boundaries

April 24-Self Care- Emotional Boundaries

April 26- Self Care- Commitment Boundaries

May 1- Group Final Project Presentation

May 3- Group Final Project Presentation

May 7-11- Finals Week

### **Students with Disabilities**

In compliance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 (ADA), it is the policy of North Park Theological Seminary to provide appropriate and reasonable accommodations, or academic adjustments, and services to students with a documented disability to help ensure an equal educational opportunity. Students seeking these services should contact Ms. Laura Ebner Student Services Learning Specialist at 773 2445737 or email her at lmebner@northpark.edu at the earliest possible time with supporting documentation. If you believe you might have a disability that negatively impacts your educational performance, but have never been diagnosed, you are encouraged to meet with her to discuss your needs.

### **Academic Dishonesty and Plagiarism**

The community at North Park University promotes a commitment to integrity in all areas of life. In the case of breaches of academic honesty such as plagiarism or cheating on examinations, the matter will be reported to the Dean of Faculty/Academic Dean. Students should be advised that normally in cases of academic dishonesty or plagiarism the penalty can range from receiving a failing grade for the assignment to expulsion from the seminary. For the full policy, please see page 21 and 22 of the seminary academic catalog.

### **Computer Use Statement**

Students may use computers in class under the condition that they will use the computer only for purposes related to the course that day. All programs such as internet use, solitaire and other games, email, and any others not related to the course should not be open during class time. Such programs cause unnecessary distraction for you and those sitting around you in the class.

**Incomplete/Course Extensions**

Incomplete and course extensions may not be granted by the professor past the final day of exam week, and are granted only for very exceptional reasons. Requests for course extensions must be made to the Instructor. Grades of “incomplete” are granted at the discretion and judgment of the faculty of the course in question. See page 18 of the Academic Catalog for the full policy.

**Harassment Policy and Title IX**

Students who believe they have been harassed, discriminated against, or involved in sexual violence should contact the Dean of Students (773-244-6222) or Director of Human Resources (773-244-5601) for information about campus resources and support services, including confidential counseling services. As members of the North Park faculty, we are concerned about the well-being and development of our students, and are available to discuss any concerns. Faculty are legally obligated to share information with the University’s Title IX coordinator in certain situations to help ensure that the student’s safety and welfare is being addressed, consistent with the requirements of the law. These disclosures include but are not limited to reports of sexual assault, relational/domestic violence, and stalking. Please refer to North Park’s Safe Community site (<http://www.northpark.edu/Campus-Life-and-Services/Safe-Community>) for contact information and further details.



## Bibliography

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- Branson, Mark Lau and Juan Martinez. *Churches, Cultures and Leadership* (IVP Academic, 2011).
- Cannell, Linda. *Trying to Get It Right: Taking Seriously the Church as the People Gathered by God*. Common Ground Journal. Volume 6 Number 1- Fall 2008
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- Clinton, J. Robert. *The Making of a Leader* (Nav Press, 2012).
- Cloud, Henry. *Integrity: The Courage to Meet the Demands of Reality* (Harper Collins, 2006)
- Collins, Jim. *Good To Great: Why Some Companies Make the Leap and Others Don't* (Harper Collins, 2001)
- Conde-Frazier, Elizabeth and Steven Kang. *A Many Colored Kingdom* (Baker Academic, 2004).
- Downs, Perry. *Teaching for Spiritual Growth: An Introduction to Christian Education* (Zondervan) 1994
- Freire, Paulo. *Pedagogy of the Oppressed* (Continuum, 1970).
- Friedman, Edwin. *Generation to Generation* (The Guilford Press, 1985).
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- Hawkinson, James R. and Robert K. Johnston (Eds.). *Servant Leadership: Volumes I & II* (Covenant Publications, 1993).
- Herrington, Jim, Mike Bonem & James Furr. *Leading Congregational Change* (Jossey- Bass, 2000)
- Kotter, John. *Leading Change* ( Harvard Business School Press, 2012)
- Kouzes, James and Barry Posner. *Credibility: How Leaders Gain and Lose it, Why People Demand it. Revised Edition* (Jossey-Bass, 2003).
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- Lencioni, Patrick. *The Five Dysfunctions of a Team* ( Josey Bass,2002)
- Malphurs, Aubrey. *Values-Driven Leadership* (Baker, 2004).
- Mancini, Will. *Church Unique: How Missional Leaders Cast Vision, Capture Culture and Create Movement*(Jossey- Bass, 2008)
- Maxwell, John. *The 17 Indisputable Laws of Teamwork* (Thomas Nelson, 2001)
- Moore, Mary Elizabeth Mullino. *Teaching from the Heart* (Fortress Press, 1991).

Nouwen, Henri. *In the Name of Jesus* (Crossroad, 1993).

Ogden, Greg. *The New Reformation: Returning the Ministry to the People of God* (Zondervan, 1990)

Palmer, Parker. *The Courage to Teach, 2<sup>nd</sup> Edition* (Jossey-Bass, 220

Rah, Soong-Chan. *Many Colors* (Moody Press, 2010).

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Rose, Sylvia. *Rise Up: A Call to Leadership for African American Women* (IVP Books, 2004).

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Sell, Charles. *Family Ministry 2nd Edition*( Zondervan, 1995)

Shawchuck, Norman & Roger Heuser. *Managing the Congregation* (Abingdon, 1996)

Steinke, Peter. *Congregational Leadership in Anxious Times* (The Alban Institute, 2006).

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Vella, Jane. *Learning to Listen, Learning to Teach* (Jossey-Bass, 2002).

Weems, Renita J. *Listening for God* (Touchstone, 1999).