

NORTH PARK THEOLOGICAL SEMINARY
MNST 6355: Urban Ministry Leadership

3 Semester Hours Fall 2017

Instructors: Soong-Chan Rah, (773) 244-6246, srah@northpark.edu

Greg Hahl, Cross Purpose Staff, and Guests

Course Description:

This course is an examination of the nature and issues of leadership in the urban church. The student will be aware of key biblical, theological themes of urban Christian leadership and be able to articulate a practical theology of Christian leadership in the urban context. Such elements as systems thinking, leadership style, change management, non-anxious healthy leadership, and cross-cultural leadership will be considered for application in the complex context of urban ministry.

Course Objectives:

Upon successful completion of this course, participants should

1. be able to articulate a practical theology of Christian leadership in the urban church.
2. be aware of major theories and dimensions of leadership and organizational culture.
3. understand the challenges in empowering lay leaders for effective urban ministry.
4. have reflected on ethical issues involved in Christian leadership.

Texts:

Hall, Douglas and Judy. *The Cat and the Toaster* (Wipf and Stock, 2010).

Lencioni, Patrick. *Five Dysfunctions of a Team* (Jossey-Bass, 2002).

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

Scazzero, Peter. *The Emotionally Healthy Church* (Zondervan, 2015)

Wiseman, Liz. *Multipliers* (Harper Business, 2017).

Course Requirements

Attendance and Participation	15% of grade
Lay Leaders Interview	25% of grade
Pastoral Leader Interview	25% of grade
Final Paper	30% of grade
Reading Log	5% of grade

Course Schedule (Subject to Change):

AUG 26 (S)	Systems Thinking Healthy Churches Non-Anxious Leadership Developing Effective Systems	Review Syllabus Kim, Article on Canvas Hall and Hall, <i>The Cat and the Toaster</i> Scazzero, <i>The Emotionally Healthy Church</i>
ONLINE	Cross-Cultural Leadership Gender and Leadership	Rah, Article on Canvas
OCT 18 (W)	Defining and Defending Good Leadership <i>The Leadership Challenge</i> by Kouzes and Posner "Make Time to Develop Your Leaders" by Ken Blanchard. http://www.kenblanchard.com/Leading-Research/Ignite-Newsletter/October-2013	<i>Greg Hahl</i>
	Leadership Philosophies <i>In the Name of Jesus</i> by Henri Nouwen <i>Transforming Leadership</i> by James Burns	<i>Greg Hahl</i>
Assignment:	Read Nouwen, <i>In the Name of Jesus</i>	
OCT 19 (TH)	Leadership Case Studies	<i>Soong-Chan Rah</i>
OCT 25 (W)	Identity Security & Leadership <i>The Butterfly Circus</i> , short film by Joshua Weigel <i>Jeremiah 17</i>	<i>Greg Hahl</i>
	Authentic Leadership: Leading with a Limp <i>Authentic Leadership</i> by Bill George	<i>Jason Janz</i>
NOV 1 (W)	Servant Leadership <i>The Leadership Challenge</i> by Kouzes and Posner <i>Seven Habits of Highly Effective People</i> by Stephen Covey <i>The World's Most Powerful Leadership Principle</i> by James Hunter <i>Leaders Eat Last</i> by Simon Sinek <i>Lead Like Jesus</i> by Ken Blanchard	<i>Q Nillum</i>
	Self-Care Principles	<i>Billie Brent, LCP</i>
NOV 8 (W)	Seven Steps of Successful Leaders Keller Williams Leadership Training	<i>Greg Hahl</i>

	Multipliers <i>Multipliers</i> by Liz Wiseman	<i>Greg Hahl</i>
Assignment:	Read Wiseman, <i>Multipliers</i>	
NOV 15 (W)	Unifying and Leveraging Your Team <i>Five Dysfunctions of a Team</i> by Lencioni	<i>Greg Hahl</i>
	Radical Candor <i>Radical Candor</i> by Kim Scott “Radical Candor: The Surprising Secret to Being a Good Boss”	<i>Greg Hahl</i>
Assignment:	Lencioni, <i>Five Dysfunctions of a Team</i> http://firstround.com/review/radical-candor-the-surprising-secret-to-being-a-good-boss/	
NOV 29 (W)	Personal and Organizational Core Values <i>The Leadership Challenge</i> <i>The Leadership Challenge Workbook</i>	<i>Greg Hahl</i>
	Intro to CQ The Cultural Intelligence Center CQ Test <i>Cultural Intelligence</i> by David Livermore	<i>Q Nellum</i>
Assignment:	Kouzes and Posner, <i>The Leadership Challenge</i> (Chapters 1-3)	
DEC 6 (W)	Leading in Diverse Settings <i>Right Color, Wrong Culture</i> by Bryan Loritts <i>Driven by Difference</i> by David Livermore <i>Leading with Cultural Intelligence</i> by David Livermore <i>Black Leaders on Leadership</i> by Phyllis Leffler	<i>Q Nellum</i>
	When to Lean In	<i>Q Nellum</i>
DEC 13 (W)	Leadership and Sexism <i>Lean In</i> by Sheryl Sandberg	<i>Pattie Pell, MA</i>
Assignment:	Read Sandberg, <i>Lean In</i> chapters 1 – 6	

CLASS ASSIGNMENTS:

A FINAL GRADE will be based upon your successful completion of the following assignments:

ASSIGNMENT 1: Attendance and Participation 15 maximum points

ASSIGNMENT 2 Interview of Pastoral Leader 25 maximum points

Interview a credentialed, full-time church minister whom you respect concerning various issues raised in this course using a prepared list of questions generated in class. Write a 1200 word "Profile of a Leader" paper. Negative or critical comments may be included as a "note to the editor."

Grades will be assigned based upon the following:

- 1) Paper provides accurate insight into the thoughts of the minister drawn from the questions asked by the student.
- 2) Paper summarizes key themes from the interview that reflects concepts discussed in the course.
- 3) Paper is well-written and organized

ASSIGNMENT 3 Interview of Lay Leaders 25 maximum points

Interview two lay leaders you respect concerning various issues raised in this course using a prepared list of questions. Write a 1200 word essay on what you learned from them about perceptions of lay persons with regard to lay leadership development, professional church leaders they have served with/under, and church health and growth. Students will report on their interviews on Moodle, reflecting critically on the experience and the content of the interviews.

Grades will be assigned based upon the following:

- 1) Paper provides accurate insight into the thoughts of lay leaders drawn from the questions asked by the student.
- 2) Paper summarizes key themes from the interviews that reflects concepts discussed in the course.
- 3) Paper is well-written and organized

ASSIGNMENT 4 Final Paper: Theology of Leadership 30 maximum points

In this paper you will bring together all the material you learned during the course and articulate your own theology of culture from a renewal perspective. This is an integrative approach where you draw on the numerous approaches explored and class and develop your own views regarding Theology of Leadership. This term paper should range between 2,000 words, typed, and it should include a bibliography. While you will find great resources in the

required readings, those are not enough to complete this project. So you are expected to go beyond what we read in class, and include it in your bibliography. I encourage you to have at least 6 sources to complete this assignment.

ASSIGNMENT 5:

Reading Log

5 maximum points

A reading log should be submitted with your final paper.
Late work will be penalized 1/3 of a letter grade for each day late.

Recommended Reading:

- Arbinger Institute. *Leadership and Self-Deception* (Berrett-Koehler Publishers, 2000).
- Branson, Mark Lau and Juan Martinez. *Churches, Cultures and Leadership* (IVP Academic, 2011).
- Cahalan, Kathleen. *Introducing the Practice of Ministry* (Liturgical Press, 2010).
- Cherry, Ellen. *By the Renewing of Your Minds* (Oxford, 1997).
- Chin, Peter. *Blindsided by God* (Bethany House, 2015).
- Clinton, J. Robert. *The Making of a Leader* (Nav Press, 2012).
- Friedman, Edwin. *Generation to Generation* (The Guilford Press, 1985).
- Hansen, David. *The Art of Pastoring* (InterVarsity Press, 1994).
- Hedahl, Susan K. *Listening Ministry: Rethinking Pastoral Leadership* (Fortress, 2001).
- Heifetz, Ronald. *Leadership Without Easy Answers* (Belknap Press, 1994).
- Johnson, Alan. *How I Changed My Mind About Women in Leadership* (Zondervan, 2010).
- Kim, Matthew. *Seven Lessons for New Pastors* (Chalice Press, 2012).
- Kouzes, James and Barry Posner. *The Leadership Challenge* (Jossey-Bass, 2006).
- Law, Eric. *The Wolf Shall Dwell with the Lamb* (Chalice Press, 1993).
- Lee, Boyung. *Transforming Congregations through Community* (Westminster John Knox, 2013).
- Malphurs, Aubrey. *Being Leaders: The Nature of Authentic Christian Leadership* (Baker, 2003).
- *Values-Driven Leadership* (Baker, 2004).
- Nouwen, Henri. *In the Name of Jesus* (Crossroad, 1993).
- Rah, Soong-Chan. *Many Colors* (Moody Press, 2010).
- *The Next Evangelicalism* (IVP Books, 2009).
- *Prophetic Lament* (IVP Books, 2015).
- Robinson, Natasha Sistrunk. *Mentor for Life: Finding Purpose through Intentional Discipleship* (Zondervan, 2016).
- Rose, Sylvia. *Rise Up: A Call to Leadership for African American Women* (IVP Books, 2004).
- Saxton, Jo. *More Than Enchanting* (IVP Books, 2012).
- Scazerro, Peter. *The Emotionally Healthy Church*. (Zondervan, 2003).
- Scott, Susan. *Fierce Leadership* (Crown, 2011).
- Senge, Peter M. *The Fifth Discipline* (Doubleday, 1990).

Shawchuck, Norman & Roger Heuser. *Managing the Congregation* (Abingdon, 1996).
Shigematsu, Ken. *God in My Everything* (Zondervan, 2013).
Smith, Efrem. *Jump* (David C. Cook, 2010).
Steinke, Peter. *Congregational Leadership in Anxious Times* (The Alban Institute, 2006).
-----. *Healthy Congregations: A Systems Approach* (The Alban Institute, 2006).
Thurman, Howard. *Jesus and the Disinherited* (Beacon Press, 1996).
Tokunaga, Paul. *Invitation to Lead* (InterVarsity Press, 2003).
Truax, Laura Sumner. *Undone* (IVP Books, 2013).
Twiss, Richard. *Rescuing The Gospel from the Cowboys* (IVP Books, 2015).
Weems, Renita J. *Listening for God* (Touchstone, 1999).
Willhauk, Susan and Jacquelyn Thorpe, *The Web of Women's Leadership* (Abigdon Press, 2001).

Disabilities Accommodations

North Park Theological Seminary provides services for students with documented disabilities to ensure equal access to programs, services, facilities, and activities. Students with a disability who believe that they may need accommodations in this class are encouraged to contact Seminary Academic Services as soon as possible. If desired or necessary, discussion pertaining to documentation and accommodation can take place at another suitable location or by telephone. Further information about the American Disabilities Act Services is found in the Student Academic Handbook.

Academic Honesty

In keeping with our Christian heritage and commitment, North Park is committed to the highest possible ethical and moral standards. Just as we will constantly strive to live up to these high standards, we expect our students to do the same. To that end, cheating of any sort will not be tolerated. Students who are discovered cheating are subject to discipline up to and including failure of a course and expulsion. Our definition of cheating includes but is not limited to:

1. Plagiarism – the use of another's work as one's own without giving credit to the individual. This includes using materials from the internet.
2. Copying another's answers on an examination.
3. Deliberately allowing another to copy one's answers or work.

For further information on this subject you may refer to the Academic Dishonesty section of the University's online catalog.

The North Park minimum computer requirements for taking an online course through Moodle can be found here: <http://www.northpark.edu/Campus-Life-and-Services/Information-Technology/Network/Minimum-Requirements>.

NOTES

1. The instructor reserves the right to modify the course syllabus to best accommodate the particular needs of the class.
2. Please be informed that the instructor may not check email after 9:00 pm Monday through Thursday or after 5:00 pm on Friday until Monday morning. The instructor has posted office hours during which students are welcome to come and discuss specific questions that cannot be answered in class.
3. If the student is familiar with all the texts listed in the recommended reading list, the student may suggest another that is new to the student and of personal interest with prior approval from the instructors.
4. If your final project involves a group that uses a language other than English the student is encouraged to describe the use of relevant concepts, symbols and media used in that culture's language but must provide verbal translation for the benefit of the class.
5. Consider how you can best integrate the "Statement of Inclusive Language" from the North Park Theological Seminary Catalog into all your communication presentations during the course.
6. If a student has a diagnosed learning disability, please inform the instructor as soon as possible so that appropriate accommodations can be made.

Updated July 15, 2017