

NORTH PARK THEOLOGICAL SEMINARY

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

Spring Semester, Jan 11- May 4, 2021

Instructor: Dr. David L. Sutton Dsutton@northpark.edu Nyvall TBA

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, conflict and 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, reflection assignments 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 be able to:

- Identify the challenges for Christian leadership and formative education.
- **(KNOWLEDGE)**
- Compose a practical philosophy of Christian leadership and Christian education in the church, which is grounded in the theological and social sciences.**(SYNTHESIS)**
- Summarize the seven major foundations of Christian Education.**(EVALUATION)**
- Explain the major theories and dimensions of organizational culture as it relates to Christian leadership and Christian education.**(EVALUATION)**
- Design a working model of effective change leadership within a local church/ministry context.**(SYNTHESIS)**
- Express a vision and growing capacity to excel in leadership in God's mission.**(COMPREHENSION)**
- Communicate the whole gospel of Jesus Christ in contextually appropriate and effective ways.**(SYNTHESIS)**
- Develop a ministerial identity committed to caring for spiritual formation of the self, individuals, and communities. **(SYNTHESIS)**

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 6th Edition*. Hoboken: John Wiley and Sons Inc., 2017.

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

Course Assignments

Late written assignments receive a 25% grade deduction up to one day past the due date. Assignments will not be accepted after one day grace period. 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. **Reading reflection papers:** All reading for the course must be completed by **Feb. 9, Due** on that day of class are four 3-5-page reflection papers on each text book. Each reflection paper must address the following items: Central thesis of the book, how did the book impact your philosophy of either teaching well, leading well or providing self-care well? What were three specific takeaways you will integrate into your current ministry situation as a result of reading the material? **160 points**

- II. **Individual presentation of foundational theory of Christian Education:** You will present an in-depth reflection of the subject matter assigned to you from the Pazmino text and the LeFever Text. You will be given a rubric in class that you must follow in preparing your individual presentation. Your presentation outline must be turned in on the day of your presentation based upon the rubric that is given you in class. You will find out the chapter you are presenting on the first day of class. **A five to ten-page reflection paper on what you learned individually based on the rubric that was passed out in class is due from you the week of your presentation. Due April 13, 2021 240 points**

- III. **Case Study Reflection:** You will be presented with a ministry case that will integrate the information on conflict and change management, systems theory, leadership theory, team building theory and self-care. 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 4, 2021**

- 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 find out your Group assignment on April 5, 2021. 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 on Wednesday on the last day of class and it will need to be videotaped.** A five to ten-page self-evaluation paper will be completed from each group participant individually 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 4, 2021**

- V. Extra Credit Assignment:** Use the teaching Rubric and write a one to two-page reflection on the presentation aspects of the Palmquist Lecture **40 pts. Due May 4, 2021**

Course Grading Rubric

1000-951 = A
950-930 = A-
929-910 = B+
909-880 = B
879-860 = B-
859-840 = C+
839-800 = C
799-780 = C-
779-760 = D+
759-720 = D
719-700 = D-
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
Holistic Formation and Leadership
Conflict and Change Theory
Curriculum Development

Learning Styles
Practical Aspects of Christian Education
Strategic Planning

Course Schedule:

January 12, 2021 Introductions. Course syllabus including expectations. Lecture on Overall Course Design: Teach Well, Lead Well Self Care Well

January 19 Team Building Theory, Systems Theory

January 26 No Class ECC Midwinter Conference

February 2 Biblical and Theological Foundations

February 9 Palmquist Lectures

February 16 Historical Foundations

February 23 Sociological Foundations and Psychological Foundations

March 2 Curricular Foundations and 4 MAT

March 9 Philosophical Foundations

March 16 Crescendo Presentation, Strategic Planning

April 6 Change, Conflict

April 13 Self-Care-Sexual Boundaries, Final Group Preparation Time

April 20 Self-Care-Commitment Boundaries, Final Group Preparation Time

April 27 Self-Care- Emotional Boundaries, Final Group Preparation Time

May 4 Group Final Project Presentations

Students with Disabilities

North Park is committed to creating an inclusive learning environment. If you anticipate or experience any barriers to learning in this class related to a disability, contact the Center for Student Engagement by email ada@northpark.edu or phone at 773-244-5737 to schedule an appointment with the Learning Specialist. You can also stop by The Center for Student Engagement, located on the first floor of the Johnson Center.

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 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 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.

Students with Disabilities

Your experience in this class is important to me. North Park is committed to creating inclusive and accessible learning environments consistent with federal and state law. If you have already established your accommodations, please share your accommodation letter with me so we can discuss how your accommodations will be implemented in this course. If you have not yet established services and have a temporary health condition or permanent

disability that requires accommodations, please [email the Disability Access Specialist](#) or contact by phone (773-244-5737). Student Engagement facilitates the interactive process that establishes reasonable accommodations.

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
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- Harris, Maria. *Fashion Me a People: Curriculum in the Church* (Westminster/John Knox, 1989).
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- Kouzes, James and Barry Posner. *Credibility: How Leaders Gain and Lose it, Why People Demand it. Revised Edition* (Jossey-Bass, 2003).
- Knowles, Malcolm. *The Modern Practice of Adult Education: From Pedagogy to Andragogy Revised Edition* (Cambridge, The Adult Education Company,
- 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)

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Moore, Mary Elizabeth Mullino. *Teaching from the Heart* (Fortress Press, 1991).

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

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

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

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

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