

MNST5130: Leading and Teaching in Ministry

North Park Theological Seminary
Online Spring Semester Course, 2021
3 credit hours

Professor Contact Information: Dr. Sara Sosa

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Professor will respond within 24 hours to emails from students Monday through Friday.

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COURSE DESCRIPTION

This course is an examination of the nature and issues of Christian leadership and Christian formation in a post-Christian context. 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 leading and teaching in the church. Additionally, students will be encouraged to explore and develop systems of self-care that will strengthen their leadership and teaching, guard against burnout, and maintain a healthy work-life balance.

Successful learning in this online environment rests on the students' willingness to engage the learning with one another online. It is expected that students will log into Canvas at least two times per week to post personal insights and/or respond to the posts of other students.

COURSE OBJECTIVES

Upon successful completion of this course, participants should be able to:

- Develop a ministerial identity committed to caring for spiritual formation of the self, individuals, and communities (SYNTHESIS)
- Identify the challenges for leadership in a post-Christian context (KNOWLEDGE)
- Understand the unique challenges of female ministry leaders and how to maximize the gifts of women within ministry contexts (KNOWLEDGE)
- Explore the foundations and practices of Christian education (KNOWLEDGE)
- Develop a ministry plan that captures learning from the leadership and education readings for practical use in the student's ministry setting (SYNTHESIS)
- Identify new thinking in the areas of discipleship and racial solidarity (SYNTHESIS)
- Express a vision and growing capacity to engage leadership skills, education practices, and self-care in pursuit of God's mission. (EVALUATION)

COURSE BOOKS (required)

Barton, Ruth Haley. *Strengthening the Soul of Your Leadership: Seeking God in the Crucible of Ministry*. Downer's Grove, IL: IVP Books, 2008.

Friedman, Edwin H. *A Failure of Nerve: Leadership in the Age of the Quick Fix*. Revised Edition. New York: Church Publishing, 2017.

Cole, Kadi. *Developing Female Leaders: Navigate the Minefields and Release the Potential of Women in Your Church*. Nashville, TN: Thomas Nelson, 2019.

Humphreys, José. *Seeing Jesus in East Harlem: What Happens When Churches Show Up and Stay Put*. Downer's Grove, IL: IVP Books, 2018.

Maddix, Mark A. and James Riley Estep, Jr. *Practicing Christian Education: An Introduction for Ministry*. Grand Rapids, MI: Baker Academic, 2017.

COURSE MEDIA (required)

Heen, Sheila. "How to Use Others' Feedback to Learn and Grow." TEDxAmoskeagMillyardWomen. June 2015. https://www.youtube.com/watch?v=FQNbaKkYk_Q

Sinek, Simon. "How Great Leaders Inspire Action." TEDxPugetSound. September 2009. https://www.ted.com/talks/simon_sinek_how_great_leaders_inspire_action/reading-list?language=en

Swanson, David. "David Swanson on Rediscipling the White Church." Gravity Leadership podcast. October 6, 2020. <https://gravityleadership.com/podcast/david-swanson-rediscipling-white-church/>

Additional learning materials as posted in Canvas modules.

COURSE SCHEDULE

MODULE 1: Define Your Church Culture (the why and the how of serving)

January 8 Pre-course Reflections Due Jan 8

January 11 Watch Simon Sinek TEDx Talk (mini-post: 1 take away)

Read *Developing Female Leaders*, ch. 1-3

Optional Online Meeting with Instructor (see Canvas for times/link)

January 18 "MidWinter" – No Class

Read *Developing Female Leaders*, ch. 4-6

January 25 *Strengthening the Soul*: Intro & Ch 1

Read *Developing Female Leaders*: ch 7-8 and Next Steps

***Developing Female Leaders* Posts Due Jan 25, Responses Due Jan 29**

FINALS WEEK

May 3 **Integrative Paper Responses Due May 3**

May 7 **Comprehensive Ministry Plan Due May 7**

ASSESSMENTS (rubrics posted in Canvas)

Pre-Course Reflections: Students will prepare a one-page reflection on each of the following topics and post them to Canvas: self-care in ministry, leadership in ministry, and teaching in ministry. Each reflection can be done in the medium of the student's choosing and must fit on one 8.5x11" sheet of paper. **Ideas:** written reflection, digital composition, artistic creation (like a collage), poetry, photography, etc. Students for whom English is not their first language are invited to create in their native language – please provide a short summary in English. This assignment should be completed prior to the start of class and prior to any class reading. **(Due January 8: 20 pts per page for a total of 60 pts)**

Self-Care Practice and Posts: Students will read one chapter of *Strengthening the Soul of Your Leadership* per week (see Course Schedule for assigned weeks), engaging in the "Practice" sections at the end of each chapter. Students will post their response to the assigned reading and practice with a short post (200-250 words) by Wednesday of each week. This post provides accountability for the reading and the spiritual practice. Students will then respond to at least two colleagues' posts (100-150 words) by Sunday of each week as a means of support and encouragement and to build the fabric of the shared learning community. **(4 pts for personal post, 3 pts each for responses to 2 colleagues' posts. Maximum points per week: 10 pts Total possible: 130 pts)**

Readings and Discussions (Developing Female Leaders; Failure of Nerve; Practicing Christian Education; and Seeing Jesus in East Harlem): Students will interact with these four class texts through their Cooperative Learning Groups. Groups are assigned in Canvas. Each Learning Group will discuss each book. The assigned leader for each book will make their initial post (responses to the questions below) by close of day on Monday (see dates listed below). The rest of the students in the Learning Group will respond to their leader's post by close of day on the Friday. Leader posts will be a minimum of 500 words. Respondent posts will be 150 words each. **(50 pts for each book. Maximum: 200 pts)**

- What was your general response to the book? Points of agreement? Points of disagreement?
- What are three points of application for you from the reading to your ministry setting?
- What three questions would you pose to your classmates to foster discussion on this text?

Book Discussion Schedule (see Canvas for these assignments)

Media Mini-Posts: Students will watch/listen to media as assigned and post within the same week one take-away from each (100 words per post). **(60 pts)**

Interview Experience: Students will interview two different ministry professionals that demonstrate strong leading/teaching skills. This three-part learning experience will be evaluated within the student's Cooperative Learning Group. **(150 pts)**

Part One: Interview and Summary – Ministry Professional in a Local Church Setting

Interview a ministry leader who is serving in a local church setting. As you consider who you might interview, consider ministry professionals you know as well as those you admire. Choose the person that you think could help develop you as a leader! Use the following questions as a starting point for your interview (adapting as appropriate to the context). Feel free to ask follow-up questions and pursue other paths that are of interest to you or specific to your interviewee and his/her ministry setting. Prepare an interview summary (500-750 words) which highlights your notes and your response to this interview.

Note: Students will post Parts 1-3 all together at the close of the learning experience. It is recommended that students do the interviewing and the writing on a week-by-week basis.

Part Two: Interview and Summary – Ministry Professional in a Non-Local Church Setting

Interview a ministry professional who serves outside the local church context. This could be someone who serves in a conference or denominational role, in a para-church ministry, or on the mission field (local or international). Use the following questions as a starting point for your interview (adapting as appropriate to the context). Feel free to ask follow-up questions and pursue other paths that are of interest to you or specific to your interviewee and his/her ministry setting. Prepare an interview summary (500-750 words) which highlights your notes and your response to this interview.

Interview Questions:

- How long have you served in ministry in total? In your current context?
- What church/organization do you work with?
- Tell me about your ministry role. What does a regular week of ministry look like for you?
- What drew you to your current ministry role?
- What is most challenging about your ministry?
- What is most rewarding about your ministry?
- Over the course of your ministry, what are some self-care practices you have engaged in order to care for yourself so you can stay healthy and effective in ministry? Is there anything that is a non-negotiable for you?
- What are some ways that you have developed as a leader through the years? What has had the biggest impact?

- How does the need for Christian formation shape your ministry? What are some ways that your church teaches children, youth, and adults?

Part Three: Compare and contrast the two interviews (300-500 words)

- What similarities did you find between the two interviews?
- What differences did you find between the two ministry contexts?
- What can be learned for your ministry context from this Interview Experience?

Post your **Interview Experience** document in Canvas (Parts One through Three posted together as one compiled document) per your assigned Cooperative Learning Group. **Due February 22.**

Interact with the interviews posted by your Cooperative Learning Group colleagues (Minimum of 150 words for each response). **Due March 1.**

Integrative Paper: Students will write a final paper (750-1000 words) in which they integrate their learning from the term, reflect on its implications for their current ministry setting, delineate a plan (or dream) for how they will be (or would like to be) involved in leading and teaching in ministry in the future as a result of this course. Students will post their papers in Canvas according to their Cooperative Learning Group. **Due April 26.**

Students will read the papers of the members of their Cooperative Learning Group and offer feedback and response (minimum of 150 words response). **Due May 3 (250 pts).**

Comprehensive Ministry Plan: Students will record the key concepts of their learning into a cumulative slide presentation by creating 2-3 slides per teaching topic. Slides should capture the main teaching in the student's own words and include graphics. **Due May 7 (150 pts).**

COURSE GRADING	POINTS	PERCENTAGE	GRADING RUBRIC
Pre-Course Reflections	60 pts	6%	A = 1000-951 A- = 950-930
Self-Care Practice/Posts	130 pts	13%	B+ = 929-910 B = 909-880
Reading/Discussion Forums	200 pts	20%	B- = 879-860 C+ = 859-840
Media Mini-Posts	60 pts	6%	C = 839-800 C- = 799-780
Interview Experience	150 pts	15%	D+ = 779-760 D = 759-720
Integrative Paper	250 pts	25%	D- = 719-700 F = 699-0
Ministry Plan	150 pts	15%	
Total Possible	1000 pts	100%	

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.

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.

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.

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: posted in Canvas