



# Nazarene Theological Seminary

1700 E Meyer Blvd • Kansas City, MO 64131 • 816/268-5400

---

## **EVG570 — Developing Evangelistic Leaders**

Block (Hybrid)

Fall 2011

### ***Essential Information***

Please refer to the following resources for information essential for the successful completion of courses and degree programs at Nazarene Theological Seminary. Links to these resources are available in the Essential Information section at

<http://support.nts.edu>.

- NTS Mission Statement & Purpose Degree Objectives
- Tips for online learning success
- NTS library services
- NTS textbook information
- Online technical requirements and Moodle support information
- NTS Student Handbook including statements on quality of work, plagiarism, and academic probation
- *Handbook for Inclusive Language*

### ***Instructor Information***

Professor: Lyle Pointer, D.Min

Email: [lbpointer@nts.edu](mailto:lbpointer@nts.edu)

Office: (816)228-6767

### ***Catalog Description***

An exploration of theological, biblical and practical bases for evangelism as a paradigm for leadership. The roles of pastor, staff and revivalists will be shaped by the future missional needs of the church as informed by the past and present definitions and expressions of leadership.

### ***Course Narrative & Rationale***

Jesus came to earth to reach lost people. He repeatedly stated His redemptive mission. Simultaneously Jesus called, cultivated and commissioned leaders who would complete

His purposes. This course seeks to unite leadership development with evangelistic intent for the purpose of producing evangelistic leaders.

### ***Degree Objectives (DO)***

This course will satisfy in part the following M.Div. degree objectives:

1. The cultivation of gifts for ministry into competent skills and practices in worship and preaching, teaching and discipleship, care and counseling, evangelism and missions, administration and servant-leadership.
2. The investigation of human society, thought and culture in order to articulate clear and coherent views of the context of the mission of the Church, and to develop an understanding of the Church as the community of faith with a passion for the gospel engaging in mission to different cultures.

### ***Course Outcomes (CO)***

1. To understand one's own leadership skills and potential.
2. To glean basic principles of organizational management.
3. To analyze the potential ability of others and to inspire and instruct their growth in evangelistic leadership.
4. To contextualize principles of evangelism and leadership.
5. To shape particular leadership strategies aimed at reaching and bringing people to faith in Jesus.
6. The student will know how to evaluate personnel needs, analyze interests, gifts and the former experience of the potential leader.
7. The student will be able to recruit and train volunteer staff for local church ministry.
8. To be able to articulate the principles and processes of motivation and decision making in relationship to lay leadership.
9. To understand how a Christian leader supervises, evaluates and communicates.

### ***Church of the Nazarene COSAC Competencies***

CP16 Ability to preach evangelistically and to be engaged with and equip others in personal and congregational evangelism.

CP17 Ability to lead in discipling and assimilating new converts into the church.

CP18 Ability to identify social and congregational factors that influence church health and growth.

CP 19 Ability to think globally and engage cross-culturally for the purpose of mission.

CP 20 Ability to preach evangelistically and to be engaged with and equip others in personal and congregational evangelism.

## ***Required Texts & Course Materials***

Callahan, Kennon Effective Church Leadership. San Francisco: Harper and Row, 1990.

Hershey, Paul and Kenneth H. Blanchard. Management of Organizational Behavior. Englewood Cliffs, New Jersey: Prentice-Hall.

Hunter, George G. III. Leading and Managing a Growing Church. Nashville: Abingdon Press, 2000.

Herrington, Jim, Mike Bonem, and James H. Furr. Leading Congregational Change. San Francisco: Jossey-Bass Publishers, 2000.

## ***Recommended Texts & Course Materials***

Nelson, Alan. "And You Call Yourself A Leader."

Hybels, Bill. "Finding Your Leadership Style."

Rodda, Alan. "Managing with Emotional Intelligence."

Gap Analysis Grid

Case Study: "Let's Close the Sunday School"

Case Study: "Fire the Minister?"

View these resources on Moodle before class as indicated by your professor.

## ***Course Outline***

- I. **Why should anyone follow me?**
  - A. **Integrity, the core of the spiritual leader.**
  - B. **Trust Building**
    1. **The Leadership Essential**
    2. **Jesus' Leadership (Gospel of John)**
    3. **Theology of leadership**
  
- II. **Self-Understanding**
  - A. **Leadership style**
  - B. **The power of self-understanding and empathy; Meyers Briggs: Paradigm of Understanding**

- C. Sources and significance of conflictual behavior
- D. Dealing with pressure/stress/fear
- E. Cognitive distortions and triangulation
- F. New models of leadership
- G. Personality type and religious leadership
- H. The mark of peak performers
- I. Art of self-leadership
- J. Styles of leadership

**III. Dimensions of Leadership**

- A. Advancing the analytical dimension
- B. The power of planning
  - 1. The heads and tails of decision making
  - 2. The role of goals and purposes
- C. Implementing a plan
- D. Managing change

**IV. Team Building**

- A. Evaluating present and needed leadership
- B. Employee/volunteer reviews
- C. Participative leadership
- D. Developing lay leadership
- E. Teamwork
- F. Mentoring
- G. Motivating people to serve
- H. Deciding how to make decisions
- I. The Value of Shared Goals

**V. Sources of power**

**VI. Change and transition**

- A. Vision
- B. Values

**VII. Multiplying Evangelistic Leaders**

- A. Character, competency and chemistry
- B. Meeting the needs of people today
- C. Developing effective evangelistic leaders
- D. Methods of evangelism by pastors and laity
- E. A strategy for world evangelism

## ***Course Assignments & Requirements***

1. Write a five-page paper comparing Hunter's book, Leading and Managing a Growing Church, with Leading Congregational Change. (CO2, 8, 9)
2. Prepare to teach a chapter from Management of Organizational Behavior. The teaching is to include learning experiences, handouts and/or power-point presentations. Students will be graded on having identified the main ideas in the chapter and communicating them with creativity to spur memory and to apply the information to a local church setting. . This in-class teaching will prepare you and others for the exam. You will need to read the text in order to participate in the teaching/learning experiences. A schedule for teaching and reading will be determined in the second class session. (CO 2, 4; CP18)
3. Write a five-page book report on Effective Church Leadership including:
  - a. a summary of contents;
  - b. a critique of the book as to its validity, practicality, philosophy, strengths and weaknesses;
  - c. interaction with the material as to how it informs you, affects your circumstances and changes your perspectives;
  - d. evaluate where your strengths fit missional leadership. (CO 1, 2)
4. View a lecture from the Leadership Summit 2003 Team edition by Willow Creek (check out of library). Write a three-page paper interacting with the leadership principles provided and critiquing the contents theologically. (CO 1, 8)
5. Write two sermons. In one, build a case for laity becoming evangelistic leaders. In the second sermon, inspire the laity to move into evangelistic mission. Both sermons will be expository sermons with the main ideas coming from the passage you select. These sermons may be complete sentence outlines or manuscripts. They must reflect your own creative work. All resources used will be cited. (CO 5, 8; DO 1; CP16)
6. Conduct a leadership study in a local church.
  - a. How many people are presently involved in some meaningful task?
  - b. How many people (list names) who attend regularly (once a month or more), but are not involved in a ministry?
  - c. What is the total number of regular attendees?
  - d. What is the percentage of people involved in ministry?
  - e. Of those involved in ministry how many are attempting to reach lost people by one means or another? Specify the means (or methods) they use. (CO 6, 7, 9; CP 17, 18)

7. Write a 10 to 12 page paper designing a plan for developing evangelistic leaders in a local congregation. Your paper should contain the following:
  - a. your assessment of the present evangelistic climate of the local church;
  - b. the number of laity you believe would volunteer (when asked) for training in outreach;
  - c. the actual strategy you propose;
  - d. the outcomes you desire;
  - e. how your success will be measured;
  - f. at least two pages should be an evaluation of your applied experience (to be described below in 8). (CO 1, 4, 5, 6; DO 2; CP 18, 19)
  
8. The student is required to take a potential evangelistic leader out for ten interviews with un-churched people. Because of time pressures you may want to involve more than one person to join with you in this effort to start spiritual conversations with the unchurched. In your paper you will report the results of these conversations. Explain the response of the Christian laity taken with you and the interaction with those who were unchurched. Number and describe the 10 encounters. (CO 3; DO 2; CP 17, 20)
  
9. The final exam will be an oral, integrative exam. The professor will prepare students in advance by giving topics to be discussed. Among other topics you will be tested over Management of Organizational Behavior. The students in-class teaching will prepare you and others for the exam. You will need to read the text in order to participate in the teaching/learning experiences. (CO 4, 6, 8)

Optional assignments: If the student is entering full-time evangelism the professor is willing to develop options useful for future revivalists.

## ***Distribution of Student Learning Hours***

	Hours
Face-to-face Class Sessions	36
Online Participation in forums, groups, etc.	0
Reading	37
Writing	39
Other Assignments and Learning Activities	23
Exams & Quizzes	3
<b>TOTAL</b>	<b>138</b>

## ***Method for Submitting Assignments***

All assignments for online courses will be submitted using the corresponding location within the Moodle course. Assignments should not be submitted by hardcopy, fax or email.

## ***Form and Style Expectations***

Use Turabian as a template for form and style

## ***Inclusive Language***

NTS is committed to the equality of women and men. Recognizing that people have often used the English language in ways that imply the exclusion or inferiority of women, NTS urges students, faculty, and staff to avoid sexist language in public discourse, in classroom discussions, and in their writings. All written work presented to meet course requirements must use gender inclusive language.

## ***Policy Regarding Late Work & Missed Exams***

All late work will receive a 10% deduction. No work will be received later than one week after the due date.

## ***Course Grading***

<b>ASSIGNMENT</b>	<b>POINT VALUE</b>
Comparative paper	100
Book Report on Callahan	100
Case Study 1	50
Willow Creek Lecture Analysis	100
Sermons	100
Case Study 2	50
Teach Hershey & Blanchard to class	100
Leadership Study	100
Leadership plan/report	200
Final exam	100
Interviews with 10 people	<u>100</u>
Total points	1100

### **GRADING:**

All assignments when received will be considered an A- paper until the student gives evidence of exceptional or lesser work. The professor will give reason as to assigning a

grade less than an A-. Otherwise no explanation will be offered, for the paper or the assignment will be considered more than adequate.

Grading will be based on:

91-100%	= A
81-90%	= B
71-80%	= C
61-70%	= D
Below 60%	= F

In accordance with the provisions of the Rehabilitation Act of 1973, NTS is committed to providing students with disabilities the opportunity to participate and benefit from its programs and activities. Accordingly, NTS will make reasonable modifications to its programs and activities to accommodate otherwise qualified students with disabilities, unless such modifications would impose an undue burden on the operation of the particular program or activity or would fundamentally alter the nature or purpose of the program or activity. Students needing accommodations should contact the Office of the Registrar. They also should contact the instructor no later than the end of the first class session to discuss learning needs and adaptive strategies that have been beneficial for the student in the past.

### ***Class Attendance***

Attendance at classes is essential for realizing the maximum benefit of your education. Since the professor in each course is best acquainted with the importance of consistent attendance, he or she will determine the rules for attendance.

If you must be absent because of extenuating circumstances, contact the professor as soon as possible to discuss the situation. If a student is absent four or more weeks of the semester, the professor may automatically fail the student.

Daily attendance records must be reported for those obtaining V.A. and Department of Education benefits. Students must make the professor aware if their attendance must be recorded.

### ***Course Calendar***

Date	Week	Assignment
Sept 8	1	Read Hunter and Herrington
Sept 15	2	Comparative paper due
Sept 22	3	Book Report on Callahan
Sept 29	4	Case study 1
Oct 6	5	Willow Creek lecture Analysis

Oct 13	6	Sermons
Oct 20	7	No class
Oct 27	8	Case study 2
Nov 3	9	Teaching Hershey and Blanchard chapter
Nov 10	10	Leadership Study
Nov 17	11	Leadership plan/report
Nov 24	12	Thanksgiving—no class
Dec 1	13	Final exam
Dec 8	14	Ten interviews report