



Nazarene Theological Seminary

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

CED/PTH 790 — Missional Leadership and Team Ministry
Spring Module 2011
Jan 18-Jan 28th 2011

Essential Information

Please refer to the following documents for information essential for the successful completion of courses and degree programs at Nazarene Theological Seminary. Links to these resources are available at http://support.nts.edu/index.php/Essential_Information. Additional technical support information can be found at <http://support.nts.edu>.

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

Instructor Information

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3 hours credit
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Catalog Description

Subjects of relevance will be studied according to the needs and interests of the participants

Society's preoccupation with power and control often creeps into staff relationships, distracting us from our primary task—serving people—and turning our energies to secondary things such as buildings, budgets, and recognition. When egos become enmeshed in in-house politics, we can miss opportunities to help those in need and disciple those hungry for the Lord.
-- Wayne Jacobson, "Seven Secrets for Staff Conflict", *Leadership*, Spring 1983

COURSE DESCRIPTION

This course explores the emerging field of missional leadership, particularly as it relates to leading or being on a staff ministry. A major focus of the course will be on the necessity of building relational bridges and creating authentic relationships with staff, recognizing that the health and practices of a church or parachurch staff are ultimately reflected in the relationships and ministry efforts of the local church or parachurch agency. Together, we will examine the Biblical and theological basis for missional leadership, provide an in-depth study of the theory of multiple staff ministry, and consider various approaches to how ministerial staff relate and work together and their congruity with a missional approach to ministry.

Course Outcomes

As a result of participation in this class the student should:

1. Explore the post-Christian North American cultural context (Assignments 1,2,4)
2. Describe in clear concise terms the concepts and theories pertinent to missional staff leadership and relationships. (Assignments 2,3a)
3. Cultivate a biblical and theological imagination of missional leadership (Assignments 1,2,3b)
4. Learn to practice a hermeneutic of suspicion toward inherited models of pastoral leadership. (Assignments 1,2)
5. Recognize the dynamics and psychological principles involved in staff ministry and how missional leadership can influence how the staff functions. (Assignment 4)

Church of the Nazarene COSAC Competencies

CP 5 Ability to provide oversight of one's ministry using management skills including servant leadership, conflict resolution, and administration

CP 6 Ability to manage resources of one's ministry (time, human, financial, etc.) in a way consistent with a church's size and characteristics

CP 8 Ability to develop team building skills, identify and cultivate spiritual gifts, recruit volunteers, empower laity, diagnose and intervene in problems

Required Texts & Course Materials

Bonem, M. and Patterson, R. *Leading from the Second Chair*. San Francisco: Jossey Bass, 2005. 208 pages (LSC)

Cladis, G. *Leading the Team-Based Church*. San Francisco: Jossey Bass, 1999. 208 pages (LTBC)

Dulles, Avery. *Models of the Church* (Expanded Edition). Image, 1991. 288 pages (MC)

Lencioni, P. *The Five Dysfunctions of a Team: A Leadership Fable*. Jossey-Bass, 2002. 229 pages (FDT)

Newbigin, L. *The Gospel in a Pluralist Society*, Grand Rapids, MI: Eerdmans Publishing Co., 1989. 244 pages (GPS)

Roxburgh, A. and Romanuk, F. *The Missional Leader: Equipping Your Church to Reach a Changing World*, San Francisco, CA: Jossey-Bass, 2006. 240 pages (TML)

NOTE: If you have read one of the above texts for a previous course, then in its place read:

Creps, Earl. *Off-Road Disciplines: Spiritual Adventures of Missional Leaders*. San Francisco: Jossey-Bass, 2006. 204 pages. (ORD)

Course Assignments & Requirements

1. Reading (Course Outcomes 1,3,4,5)

The intentional, ongoing personal formation of the minister is critical for ministry effectiveness. This necessarily involves reading and reflection. This course provides students with an opportunity for regular reading and reflection. The reading load is heavy, but it is essential for class participation. We are not after just the transmission of data, but rather transformative-learning. Simply put, if you haven't read the material, you won't be able to constructively engage in the discussion, and chances are you will not have the opportunity for personal and ministerial transformation. In addition to the required texts, I have provided a bibliography of supplemental readings.

The student will read the assigned books and articles books addressing issues of missional leadership and team ministry. The student will document the review of literature by keeping a reading insights journal using the "CRIB" notes formula. "C.R.I.B." stands for "Critical Reflection and Integration of Book" notes. You will write a brief CRIB Note for **each book and article**. Notes will form the basis of class discussions and peer instruction. CRIBS will be collected and reviewed, but not returned, so make a copy of your notes before submitting them. See the daily schedule for when each CRIB note is due. As you submit your CRIB notes, please indicate the percentage of the reading you have done for each book. **NOTE: First CRIB due first in class session** of Module review L. Newbigin's *The Gospel in Pluralist Society*

2. Participation (Course Outcomes 1,2,3,4,5)

Since this class is built on a dialogical setting, it is necessary that students participate in the daily discussions. While the professor acknowledges that there are different learning styles present in the class, and that some students may be naturally shy and less apt to engage others in conversation, he also understands that often the best way to process the information obtained in this class is through dialogue with others. Furthermore, the professor believes that each person has something to contribute to the topic at hand, and to not have that contribution seriously diminishes the ethos of the class.

Since this class is designed around a seminar format, students will take turns leading the class throughout the semester. This will include leading the class in a discussion on the assigned text and topic for the day.

Class Attendance

Class attendance is required. If for some reason you cannot attend, notification should be given to the professor before class in writing (email preferably). After the fourth hour of absence, the overall grade for the course will be negatively affected by 2% for each additional hour of absence. A total of 8 hours of absences will result in a failing grade. It is your responsibility to obtain class lectures and information from peers in the class. “Excused absences” (as defined by the Dean’s office) are not included in the above formula, however you should notify the professor each time an “excused absence” occurs.

3. Practical Application: Choose one of the following two options:

A. Article: Write a preliminary draft of a 2,000 word (approximate) article for staff members for a regional or national publication (Leadership, Youth worker journal, Children’s Ministry, etc.). The article should address a specific issue related to staff ministry, and should take into account both the class reading as well as the most recent research on the topic. Topics will need to be approved by the professor. (Course Outcome 3)

B. Retreat: Create a relationship building retreat curriculum for either a church-based multiple staff or a team of lay leaders that is focused on creating missional leadership in a church. The total work should be approximately 2,000 words. (Course Outcome 2)

You will need to submit a prospectus for your article or retreat theme by the third day of class. Final Article or Retreat Plan will be due Feb 28th.

4. Interviews (Course Outcomes 1,5)

Each student will be asked to interview a pastor and associate(s) from the same local church to discover what missional leadership looks like in that context. Particular emphasis should be placed on the whole staff is practicing missional leadership among themselves first, and secondarily to the local congregation. You should approach the task in the following steps;

- Select a multiple staff setting
- Select a time at which all participants on the staff are available
- Determine what issues are central to the interview
- Construct an interview protocol
- Interview the pastor and the associate(s) separately
- Interview the pastor and associate together for clarification
- Take meticulous notes with appropriate verbatim
- Complete the interview no later than March 8.
- Reflect upon and analyze the interview
- Prepare a 7-8 page report on your reflection and analysis

The interview questions should be sufficient to allow for analysis in light of class discussions and student reading and in how missional leadership is expressed in that particular context. **Final papers are due March 21st.**

Method for Submitting Assignments

Please use the assignments section of Moodle unless otherwise directed.

Student Learning Hours SUMMARY

	pre-module hours	module hours	post-module hours
Face-to-face Class Sessions		36	
Online Participation in forums, groups, etc.	0		0
Reading	57	0	0
Writing	0	8	18
Other Assignments and Learning Activities	0	0	20
Exams & Quizzes	0	0	0
TOTAL	57	44	38

Course Grading

1. Grading

A grading rubric will accompany every assignment. If you review the rubric before you begin your assignment then you will know the standards that I am using to evaluate your work. After your assignment is graded the rubric will indicate where your strengths are and where changes need to occur.

2. Final Grade Criteria

Participation	10%
Practical Application	30%
Missional Leadership Interviews	30%
CRIB Notes Journal	<u>30%</u>
	100%

3. Grading Scale

A = 100-90% Far above average, fine work

B = 89%-80% Very good, average for graduate work

B- = 80-82% Slightly below average for graduate work

C = 79-70% Meets requirements, but noticeable inadequacies to serious gaps for graduate work

D = 69-60% Minimal work and barely acceptable for specific assignment

F = below 60% Failure.

I = Incomplete work (rarely given, see

4. Academic Honesty

Any instance of cheating or plagiarism of any kind will result in an automatic zero on that specific assignment. Any repetition of cheating or plagiarism will result in a failing grade for the course. I operate on the honor system that all work turned in is your own.

Conduct that is considered dishonest includes: reusing previously and/or concurrently submitted material in another class without faculty permission, cheating by copying from another's work, allowing another to copy from one's own work, reading an examination prior to the date it is given without the instructor's permission and similar types of conduct. Unlawful duplication of copyrighted material such as music, library materials, computer software, as well as plagiarism are other examples of academic dishonesty. Plagiarism is the presenting of another's ideas of writings as one's own; this would include both written and oral discourse presentations. (Seminary guidelines related to acceptable duplication practice of copyrighted materials can be found at the library's circulation desk.)

5. Submitting Work

I expect us (myself included) to use proper English grammar at all times. This includes complete sentences, punctuation, capitalization, and spelling. For assistance in this area, consult a standard style guide such as Carole Slade, *Form and Style: Research Papers, Reports, and Theses* (11th ed., Boston: Houghton Mifflin, 1999). Poor grammar will be reflected in the final grade.

All material which is submitted should be double spaced with 1" margins utilizing a 12 point font. It must have a title page and bibliography which is not included in the length required. It should be written in excellent modern literary English with proper grammar, spelling, punctuation and rhetoric (including an introduction, conclusion and logical flow of argument). If it helps an outline may accompany the paper but this is not included in the length of the paper. While documentation formats for materials appearing on the Internet are not yet fully standardized, there are some attempts at this. Please follow the guidelines put together by Andrew Harnack and Gene Kleppinger.

http://english.ttu.edu/kairos/1.2/inbox/mla_archive.html

Please remember that all written work must use inclusive language when reference is made to human beings (male and female). This provides for both greater inclusion and greater precision. For more information on this topic go to the Resource Center and look for "Inclusive Language."

6. Promptness

All papers and reports should be turned in on the scheduled dates. All work is due at class time. **Any work turned in late will receive a deduction of one letter grade per day. No work will be accepted later than one week from the date it was due. Papers may be emailed or placed on Moodle in order to meet the due date.**

The instructor will provide both "timely" and "substantive" feedback to students regarding their assignments. "Timely" response means that for assessments of student work during the course of the academic term, the professor will have work marked, graded, and returned within two weeks of its submission; if the class has more than 40 students, the professor may take up to four weeks. In addition, the professor will provide "substantive" feedback that alerts students to what they have done well and how they might improve their performance in subsequent work. **Late papers will not receive written feedback, nor is the professor bound to meet the two week turnaround.**

GENERAL INFORMATION

1. Decorum: If you want to know how to address me, I'm fine with "Jim" unless your upbringing or intuitive sense of decorum make that uncomfortable for you, in which case "Prof. Hampton" will be just fine.
2. Office Hours: I will be around most afternoons, but it is best to schedule an appointment.
3. Special Accommodation: Students needing special accommodations for this class should notify the registrar's office during the first two weeks of the course.

COURSE LEARNING ENVIRONMENT (Our Commitments to Each Other)

1. Regular participation is expected and required. Since this course is focusing on a professional ministry area, most of the teaching will center on a dialogical format. As a cooperative learning environment is the expectation for this course, your participation is very much a part of the learning experience. This class is not an independent study. We will be interacting with and learning from one another.
2. It is acceptable for you to work together and share resources on these projects. We are all learners and we can be greatly enriched by the ministry experiences of others.
3. Since this is a course in leadership and staff ministry, it is important that you engage equally in reading and exposure to leadership roles. It is greatly encouraged that you be actively involved in some aspect of congregational or parachurch ministry.

4. A praxis method of teaching and learning will govern this class. The continual interaction between theory and practice will be explored. Practical applications should be properly informed by theological and educational theories. This should be reflected in both your projects and your posts.

VIII. PROGRAMMING CALENDAR AND COURSE OUTLINE

NOTE: As a general rule, assignments and due dates will not vary from this schedule. Any changes will be announced in advance of the due dates for assignments.

<i>DATE</i>	<i>TOPIC</i>	<i>ASSIGNMENT</i>
Jan. 18	Review syllabus We're Not in Kansas, Anymore: exploring the cultural and philosophical shifts of postmodernism and the impact on the church	Newbigin, <i>GPS</i> (all)
19	<i>Missio Dei</i> : moving toward a theological and scriptural understanding of missional leadership	
20	Models of the Church: the relationship between ecclesiology and leadership (especially its impact on staff ministry)	Dulles, <i>MOC</i> (all)
21	Elders and Deacons and Laity... Oh My! Church polity and the relationship between professional ministers and the laity	Cladis, <i>LTBC</i> , 1-29; Dongell paper
24	Models of Multiple Staff Ministry Leadership Tensions in Being an Associate	Cladis, <i>LTBC</i> , 33-154; Bonnem and Patterson, <i>LFTSC</i> (all)
25	Dysfunction is My Name: how to handle problems and conflicts that arise in a team	Lencioni, <i>TFDOAC</i> (all)
26	A Multi-Colored World: missional leadership in its many forms	Guest speakers
27	Who's in Charge? The role of the head pastor in leading a staff	Roxburgh and Romanuk, <i>TML</i> (all)
28	The Job Interview / Job Descriptions	

XI. Grading Rubric

Rubric for Papers

For “A” level work, the paper:

- +Clearly and concisely states the thesis or question to be undertaken.
- +No grammatical errors or infelicitous constructions or misspellings.
- +Presents its argument in an exemplary fashion, particularly as regards concision and clarity.
- +Draws a powerful conclusion that clearly relates the argument to the thesis.
- +Contains minimal to no distractive material.
- +Demonstrates clear evidence of deep and substantive reflection.
- +Demonstrates exemplary research and use of sources.

For “B” level work, the paper:

- +Clearly states the thesis or question to be undertaken.
- +Contains few grammatical errors or infelicitous constructions or misspellings.
- +Presents its argument in a reasonably clear and concise fashion.
- +Draws a substantive conclusion that relates the argument to the thesis.
- +Contains minimal distractive material.
- +Demonstrates clear evidence of substantive reflection.
- +Demonstrates cautious and substantive research and use of sources.

For “C” level work, the paper:

- +Attempts to clearly state the thesis or question to be undertaken.
- +Contains frequent grammatical errors or infelicitous constructions or misspellings.
- +Presents its argument in a fashion that is hard to follow and exhibits too much “subjectivity” (i.e., becomes more of an opinion piece).
- +Attempts to conclude in a fashion that relates the argument to the thesis.
- +Contains significant distractive material.
- +Demonstrates little evidence of substantive reflection.
- +Demonstrates little evidence of substantive research

For “D/F” level work, the paper:

- +Largely fails to identify a thesis or question.
- +Contains many grammatical errors/ infelicitous constructions/misspellings.
- +Presents little to no argument, and is mostly an opinion piece.
- +Draws no meaningful conclusion.
- +Minimal or no evidence of substantive reflection or research.

A. Reading Insights Journal Rubric

Name _____

Book Title: _____

Date _____

Instructions. “C.R.I.B. Notes” stands for *Critical Reflection and Integration of Book Notes*. CRIBs for participation, class discussion and peer instruction exercises. CRIBS are not returned. Note: Write a ½ page interaction of the text. Use 10-point, Times font.

<p>Understanding It – Descriptive Summary. Write a tight/clear summary or abstract. Not a review, but the essence of the book or issue (s) as the author or originator of the issue would describe it. You may choose to write as if you were the author or originator, in first person voice instead of third person, answering: “What I simply meant to say was...” Note: No bullets or quick or quick lists. Be insightful, extensive, summative. Impress me and your peers with your ability to say a lot with few words, leaving nothing out!</p>	<p>Connecting It - Personal Relating. In the third paragraph, write concrete stories or your own memories in anecdote: What personal case study, life story or memory did the book spark in you. You may present this as an unresolved “case study” with which you can engage your classroom peers, asking “having heard my case, what would YOU do in my position now that you have read this book?”</p>
<p>Engaging It - Critical Engagement. What questions popped to mind as I read the books? What bothered me about the book? Where do my experiences disagree with or confirm the insights? What questions are left unanswered? What might I add to this book to correct the places I disagree? What are some of your favorite/least favorite quotes, why? You must present your supported corrective on places you express criticism. Note: You must end this paragraph with a critical question to ask the class about the text. A good question will not ask for knowledge, but will stimulate your peers to reflect on some of the mysteries, assumption, shortcomings, mysteries, opportunities found within the book.</p>	<p>Owning It – Next Step Action Planning. Beyond praying, thinking, reading or reflecting (these are assumed), what creative actions do I need to take? List three things you will do in the next 90 days to make a 50% difference in your situation as it relates to your learning from this book. Note: You have to make these steps CONCRETE or risk losing this learning experience. Each next step action must have answer “how” you are going to do it, and by “when.” Example: “I intend to influence the district supervisor about lay mobilization strategies by (the how statement) by sending her a copy of this book, planning a lunch time to discuss it, and invite her to discuss this again with me in the next six months to monitor my progress with implementation at my church.</p>

**READING REPORT: Missional Leadership and Team Ministry (January 2011)
Due April 30**

Name: _____

I have read (not just skimmed) all course readings *except* for the following: