

Nazarene Theological Seminary
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CED 710
EDUCATIONAL LEADERSHIP IN MINISTRY CONTEXT
Monday 9:00 AM Room 301
Spring 2009

Course Description:

This course provides an in-depth study of the theory of educational leadership in ministry context, the psychology of inter-staff relationships and various approaches to the responsibilities of associates ministering in the local church. Attention will be given to principles of leadership, personal disciplines and priorities, motivations, methods by which the educational ministry is administered, job descriptions, employment procedures, the role of the senior pastor in bringing about cohesive and productive staff relationships, and analysis of the roles and challenges of the associate.

Course Rationale:

As our denomination impacts communities across the country many of our churches are moving toward staff ministries. Unfortunately, much confusion has resulted from a lack of a clear understanding of the nature of the church, the nature of the ministry, and the role of the laity. Developing a workable pattern of staff ministry must be a priority of pastors and staff alike. Attention to the individual staff person's stewardship of resources and energy are important in modeling to a congregation the profession of Christian Educator.

Course Vision:

The intention of this course is for the student to be able to function effectively in the context of a ministry staff. The student must have a strong sense of confidence in him/herself and in the potential of the ministry staff to provide unified pastoral servant-leadership for the local church. Further, the student needs to be equipped with the appropriate skills to evaluate staff settings in order to assess his/her "fitness" for ministry within a particular context. This assessment will be based on the student's self-understanding and the recognition of the interpersonal dynamics and the prevailing theology of ministry at work in that context. The ultimate vision has two focus points, healthy, vibrant multiple staff ministries, and healthy, vibrant communities of faith which

bear witness to the Gospel of Christ in the world.

Intended Learning Outcomes (ILO's):

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

1. Describe in clear concise terms the concepts and theories pertinent to effective staff leadership and relationships.
 - a. Explore and describe the operational culture of the local church.
 - b. Explore team building skills, identify and cultivate spiritual gifts, recruit volunteers, and empower laity
 - c. Strategize to diagnose and intervene in problems via conflict management and resolution.
 - d. Provide oversight of one's ministry using management skills including servant leadership, and collegial administration.

2. Recognize the philosophical, dynamic and psychological principles involved in staff ministry.
 - a. Conceive and articulate purpose, mission, vision, and develop strategic plans in ways that strengthen a unified vision of Christian Education in the church.

3. Write an integrative philosophy of ministry that will answer "why I do what I do when I do it".
 - a. Apply historical analysis to the life of a local congregation in order to philosophically describe its historical and cultural context
 - b. Envision Christian education most appropriate for a local church and provide a matrix which assures the development and empowerment of those serving in it

4. Participate in a multiple staff ministry in a professional manner.
 - a. Appropriately manage personal finances and budget for one's ministry.
 - b. Manage ministry resources of ones' ministry (time, human, material & financial) in a way consistent with a church's size and characteristic.
 - c. Appropriately manage personal finances and budget for one's ministry.
 - d. Develop team building skills, identify and cultivate spiritual gifts, recruit volunteers, empower laity, diagnose and intervene in problems.
 - e. Model and develop leadership for group ministry (such as, small group facilitation, Bible teaching, family nurture and formation, camps and

retreats.) by which individuals, families, and congregations may be formed into Christlikeness.

Buy, Read, and Keep in Your Library:

Cladis, G. *Leading the Team-Based Church*. San Francisco: Jossey Bass, 1999.
Lawson, K. *How to Thrive in Associate Staff Ministry*. Bethesda: The Alban Institute, 2000.
Westing, H. J. *Multiple Church Staff Handbook*. Grand Rapids: Kregel Publications, 1987.

Borrow and Read:

Choose at least two from the following:

Becker, Carol. *Becoming Colleagues: Women and Men Serving Together in Faith*.

San Francisco: Jossey-Bass (2000)

Gangel K. *Coaching Ministry Teams*. Nashville: Word Publishing. (2000)

Nuechterlein, A.M. *Improving Your Multiple Staff Ministry*. Minneapolis: Augsburg Press, (1989)

Sweet, H.J. *The Multiple Staff in the Local Church*. Philadelphia: The Westminster Press, (1963)

Read any one book on the general topic of leadership

(e.g., Jack Welch, Bennis, Drucker, DePree, Greenleaf, Napoleon Hill, Hybels, Maxwell, Nanus, Smith)

Read any one book on the topic of pastoral theology/spiritual leadership

(e.g., Hansen, Peterson, Sanders, Stott, Willimon)

Course Requirements

Class Attendance and Participation: Since the nature and approach of the course is communal, attendance **and** participation are essential. Each student should come to class prepared to engage the topic of the day with appropriate reading and assignments completed. A percentage of grade is assigned to this requirement. The instructors retain the right to be influenced by its fulfillment, or lack thereof.

Reading – The minimum expectation includes reading the primary texts and at least four of the collateral choices. The primary texts should be completed prior to the cooperative group interviews in order to give the group an adequate foundation for the protocol. To receive maximum credit for this requirement the student is expected to show initiative beyond the minimum (e.g., journal and periodical articles pertinent to multiple staff ministry from *Leadership, Rev, and Youthworker Journal*). A brief reading log (i.e., author, title, pages read, and date completed) is due at the time of the final exam.

Cooperative Group Interviews – Each student will be assigned to a group, which will interview a pastor and associate(s) from the same local church. The group should approach the task in the following steps;

- Select a multiple staff setting
- Select a time at which all participants 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 mid March.
- Reflect upon and analyze the interview as a group
- Prepare one report on your reflection and analysis
- Present your group report to the class.

The interview questions are to be drafted by the group and should be sufficient to allow for analysis in light of class discussions and student reading. You will have class time to work as a group on this project. Your class presentations of your analysis and evaluation of the interview will be made in class. One final paper (6-8 pages) of analysis and supportive verbatim is due from each group on the day of presentation.

Multiple Staff/Lay/Student/Spouse Roundtable: Each student is required to attend the Roundtable discussions with Church Pastoral Staffs. One of the roundtable discussions will occur during the class session times. One roundtable will occur off campus. The off campus session is planned to include discussion with the pastoral

staff and spouses, lay leadership, and NTS students. Student spouses or significant others are encouraged to attend this session. The focus of the discussion will be the philosophy, practice, and relationships of multiple staff in a congregational context. **MARK THE AGREED UPON DATES ON YOUR CALENDARS. ATTENDANCE IS REQUIRED AT BOTH ROUNDTABLES!** Each student is required to submit a typed list of at least five major issues, questions and/or prior observations for discussion *at the beginning* of each roundtable session. We will reflect as a group on each of the roundtables in subsequent class sessions.

Final Examination: At the final class session each student will be asked to present a philosophy/theology of multiple staff ministry. The statement should not exceed 1 page (typed, single-spaced). Please provide enough copies for everyone in the class, including the instructors. After the student's presentation, one class members will be asked to provided analysis and constructive critique. Final exam grades will be on the strength of the student's presentation to the class (75%) and the student's response to another student's presentation (25%).

Student Evaluation: Students will be evaluated on the basis of the five requirements.

- Attendance and Participation – Pass/Fail
- Reading – Pass/Fail
- Pastor/Associate(s) Interview – Letter Grade
- Round Table Questions, & Reflections – Letter Grade
- Final Examination – Letter Grade

Course and Instructor's Evaluation: Summative evaluation for the course and instructors will be done at the close of the final examination. This summative evaluation will be both written and oral.

Grading:

FOUR of the assignments will be scored with a letter grade. The averaged score of these letter grades (using a 12 point scale) and a Pass/Fail grade on the other two assignments will constitute your course grade. Failure to submit or complete any of the seven evaluation points listed above will result in a failing grade for the course. In any case, an "F" scored on any one assignment will automatically drop the course grade

two letter grades. For example, if you have two "A's" and a passing grade on one of the assignments and an "F" (Fail) on one assignment -- your course grade will be a "C".
(Also check the note regarding participation as stated above.)

Grading Scale for Computational Purposes:

**12 A+, 11 A, 10 A- 9 B+, 8 B, 7 B- 6 C+, 5 C, 4 C-
3 D+, 2 D, 1 D- 0 F**

Instructors' Availability:

The instructors have an open door policy ... whenever we're available, the door is open. Please feel free to call or drop by the office whenever necessary. It would be prudent, however, to make an appointment. Don's faculty assistant, is also available to assist you. Phone messages and/or e-mail will be acknowledged and returned at our earliest opportunity.

Students Needing Assistance:

The instructor is commitment is to make a reasonable effort to facilitate learning for students capable of graduate level work. Any student who has a condition that prevents full demonstration of his/her abilities in the proposed course requirements should contact the instructor to discuss learning needs, alternative methods that have worked in previous educational settings, and mutually agreed upon strategies to ensure the student's maximum participation and appropriate evaluation in the course.

Course Schedule: The schedule is not contractual, but will guide the progression of the course. (The schedule will be updated as necessary.)

FEBRUARY

Orientation (Establish Rationale, Vision, and Context)
Developing a Theology/Philosophy of Educational Leadership
Theories and Practices for Effective Leadership
Job Descriptions and Evaluation
Pastoral Staff Roundtable Discussion and Debriefing
(5 Roundtable Issues, Questions, Prior Observations Due)

MARCH

The Interviewing Process

Pastoral Staff Roundtable Discussion and Debriefing

(5 Roundtable Issues, Questions, Prior Observations Due)

READING AND RESEARCH WEEK (no class)

Developing quality ministry and modeling for lay leadership.

APRIL

Group Presentation and a Look at Transitions

Presentation and Off Campus Roundtable Discussion

(5 Roundtable Issues, Questions, Prior Observations Due)

Polity and Professional Ethics

Professional Factors and Issues in Staff Ministry

-- Stewardship and the individual staff person.

Revisiting a Theology/Philosophy of Educational Leadership

Flex Time.

Final essay due and final exam session.

NO WORK WILL BE ACCEPTED AFTER FINAL EXAM AT 4:30 PM CDT