

PM-511: "Pastoral Leadership"

Course Syllabus

Mennonite Brethren
Biblical Seminary
Spring 2009

Instructor: Cory L. Seibel, MTh, PhD cand.

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Meeting Time: Tuesdays, 6:00-9:00 PM

Catalogue Description: (3 credits)

A course designed to introduce the student to principles of leadership and administration, church organization, mobilizing and motivating laity and staff, decision making, and planning ministry projects.

Learner Objectives:

At the conclusion of this course, the student should be able to provide evidence that he or she has gained a satisfactory foundation for maturing competency in the following areas:

Spiritual Formation:

- An *awareness* of the perspective and practices by which the leader might grow and be sustained as an example and instrument of God's reign.

Skill Formation:

- An *ability* to examine and evaluate a particular congregation and ministry context in light of larger social trends and God's redemptive purposes.
- An *acquaintance* with the principles and processes appropriate for...
 1. ...promoting God's redemptive purposes in the life of the congregation, as well as among the groups and members of which it is composed.
 2. ...discerning and developing theologically-informed and contextually-appropriate congregational values and vision.
 3. ...designing, developing, and directing ministries rooted in the congregation's values and vision.

Strategic Formation:

- An *articulation* of a maturing philosophy of ministry.

Required Texts:

Bass, Richard (ed). *Leadership in Congregations*. Herndon, VA: The Alban Institute, 2007.

Carroll, Jackson W. *God's Potters: Pastoral Leadership and the Shaping of Congregations*. Grand Rapids: Eerdmans, 2006.

Chaffee, Paul. *Accountable Leadership: A Resource Guide for Sustaining Legal, Financial, and Ethical Integrity in Today's Congregation*. San Francisco: Jossey-Bass, 1997.

Everist, Norma Cook & Nesson, Craig L. *Transforming Leadership: New Vision for a Church in Mission*. Minneapolis: Fortress Press, 2008.

Powers, Bruce P. (ed). *Church Administration Handbook, 3rd Edition*. Nashville, TN: Broadman & Holman, 2008.

Rouse, Rick & Van Gelder, Craig. *A Field Guide for the Missional Congregation: Embarking on a Journey of Transformation*. Minneapolis: Augsburg Fortress, 2008.

Standish, N. Graham. *Humble Leadership: Being Radically Open to God's Guidance and Grace*. Herndon, VA: The Alban Institute, 2007.

Key Assignments:

NOTE: Late submissions will be assessed a deduction of one letter grade for each additional day beyond the deadline. You may submit your assignments by one of the two following means:

1. By bringing it by my office.
2. Emailing it to me directly at cseibel@mbseminary.edu.

NOTE: All written assignments are expected to conform to either MLA or Chicago format and style, and must reflect a level of writing appropriate to master's-level work.

Congregational Analysis:

This assignment is intended to provide you an opportunity to apply principles and categories of inquiry surveyed in this class in analyzing an existing Christian ministry. In seven-to-eight double-spaced pages, provide an analysis of this ministry that includes, at minimum, the following elements:

1. Examine the leadership structure of this congregation. Some possible questions to explore: What sort of organizational structure does this ministry employ? How is oversight provided? How do the "parts" inter-relate? How

is authority and accountability exercised? How do decisions get made? Does the way that things play out in reality correspond to what is written down in the church's constitution or other documentation?

2. Does the church have an articulated statement of values, mission, and/or purpose? Some sample questions to consider: If so, by what process did they draft and adopt these resources? Does the existence of a mission or vision statement seem to influence the way the leadership functions? Does this statement have meaningful visibility within the life of the church? How does it seem to impact the way that various ministries within the church engage in ministry?
3. How are the church's finances handled? Some sample questions: How does the budgetary planning process take place? Who is authorized to spend money? How? Why? How does the church seem to view its budget?
4. How does this church deal with issues of staffing? What does the search and hiring process usually entail? How do the staff members work together and interrelate? Is there a process by which staff members are evaluated on a periodic basis? If so, how does this occur?

This assignment is due by 9:00 PM on Tuesday, May 5th.

Philosophy of Ministry Leadership Statement:

This assignment is intended to provide you an opportunity to articulate your own philosophy of ministry leadership. This paper should be five-to-six double-spaced pages in length and should contain the following elements:

1. A summary of the five or six biblical values that are most influential in shaping the way that you approach the practice of ministry.
2. An exposition of the principles that will serve as guidelines for you in areas such as decision making, exercising influence, and evaluating ministry.

This assignment will be explained in greater detail in class.

This assignment is due by 9:00 PM on Tuesday, April 28th

Leadership Interview:

For this assignment, you are to conduct an interview with someone in a position of ministry leadership. You are welcome to select someone who serves in an area of leadership that closely relates to your own vocational objectives (e.g., senior pastor, youth pastor, campus minister, etc.). This individual should have completed at least five years of post-seminary leadership experience. Come to this interview prepared with **ten pre-written questions** related to leadership style, leadership function, etc. After completing the interview, please write a double-spaced, **three-to-four page summary** containing the following elements:

1. Identify the role of the individual interviewed. Please also indicate how long he or she has been in ministry (both cumulative experience and tenure in present position). Also provide a brief description of the environment in

- which he or she serves (e.g., “large church of 600”, “small country congregation,” etc.).
2. Summarize the responses this leader provides to your questions. Please provide the actual questions you posed within the body of your paper. Be careful to provide a full and accurate reflection of what he or she has to say.
 3. Briefly provide the following observations: (a) what you found most helpful or interesting; (b) what you disagree with or suspect that you would attempt to do differently if entrusted with a similar position of leadership.

This assignment is due by 9:00 PM on Tuesday, April 21st.

Reflective Journal:

Each week, you will be presented with questions intended to help provoke your reflection upon the material in the course texts and/or key concepts being explored in class. In response to *each* of these questions, you should record your reflections on **one single-spaced, typed page**. For each reflective journal entry, be sure to type the question to which you are responding at the top of the page. Your reflections will constitute an important component in how you participate in class discussion and should be turned in at the conclusion of each class session.

Attendance:

Attendance at each weekly class session is a basic expectation of this course. If a student is planning to be absent for any class session, he or she must secure permission with the instructor in advance of the date in question. Any student who accumulates two unexcused absences will be eligible to receive a grade no higher than “C+”. A third unexcused absence during the semester will automatically result in a failing grade. There are no exceptions to this policy. Students are expected to be present in the classroom at the time designated for the start of each class session. Any student who is more than fifteen minutes late to class will be marked absent and will receive a zero for the day.

Classroom Participation:

All students are expected to come to class prepared to contribute to group discussion. Furthermore, each student is expected to conduct himself or herself with appropriate respect and consideration toward the instructor and fellow classmates.

Weekly Topics and Reading Assignments:

Date:	Session Topic(s)	Coming to Class Prepared :
Jan. 27 th	First Things First: <ul style="list-style-type: none"> • “What’s the point?”: Defining Leadership and Administration • “Where are we?": A Brief Historical 	Please read Carroll, chapters 1-3; Bass, pp. 1-26; Chaffee, chapter 1; Standish, chapter 1; Powers, chapter 1

	Entrée to the Present Moment	
Feb. 3 rd	More First Things: <ul style="list-style-type: none"> • The <i>Essence</i>-Driven Church • The Missional Leader 	Please read Bass, pp. 55-62, 97-108, 147-153; Everist & Nesson, chapters 1-4; Rouse & Van Gelder, Introduction-chapter 2
Feb. 10 th	Understanding Ourselves as <i>Recipients</i> of God's Mission: <ul style="list-style-type: none"> • <i>Being</i> Leaders / <i>Being</i> Administrators • Self- and Leadership 	Please read Carroll, chapter 4-6; Powers, chapters 18 & 21; Everist & Nesson, chapters 9-12
Feb. 17 th	Understanding Ourselves as <i>Participants</i> in God's Mission: <ul style="list-style-type: none"> • The Theological Task • The Relational Foundation 	Please read Bass, pp. 63-70, 181-188; Everist & Nesson, chapter 7, 10-11; Standish, chapters 2-3
Feb. 24 th	Influence: Power, Service, and Integrity	Please read Carroll, chapters 5 & 7; Everist & Nesson, chapters 5-6, 8; Bass, pp. 33-39, 127-145
March 3 rd	Module Week—No Class	
March 10 th	Cultivating the Missional Congregation: <ul style="list-style-type: none"> • The spirit of the Congregation: Discipleship and Passion 	Please read Everist & Nesson, chapters 13-14; Standish, chapters 4-5; Bass, 163-171; Rouse & Van Gelder, chapters 4-5
March 17 th	Cultivating the Missional Congregation: <ul style="list-style-type: none"> • Identity & Core Values 	Please read Bass, pp. 119-126
March 24 th	Cultivating the Missional Congregation: <ul style="list-style-type: none"> • Vision 	Please read Standish, chapter 6; Bass, pp. 173-179; Rouse & Van Gelder, chapter 3
March 31 st	Unleashing the People of God for Ministry	Please read Everist & Nesson, chapters 15-16; Powers, chapter 12; Bass, pp. 41-53; 109-112; 155-162
April 7 th	Team Building	Please read Powers, chapter 4; Rouse & Van Gelder, chapter 6
April 14 th	Principles and Processes of Change	Articles to be provided in advance of class; Rouse & Van Gelder, chapter 7
April 21 st	Structured for Effectiveness: <ul style="list-style-type: none"> • Developing and Refocusing of Ministries and Structures • Working within an Organizational Structure 	Please read Powers, chapters 2-3, Chaffee, chapters 3-4; Bass, pp. 113-118 Leadership interview paper due.
April 28 th	Staffing for Effectiveness: <ul style="list-style-type: none"> • A Staff Infection • Honoring one another • Hiring 	Please read Powers, chapters 5-6, 17; Chaffee, 6 Leadership philosophy due.
May 5 th	Finance, Budget	Please read powers, chapters 7-8; Chaffee, chapter 5; Rouse & Van Gelder, chapter 8 Congregational Analysis due.

May 12 th	Evaluation and Preparation for Ongoing Effectiveness	Please read Rouse & Van Gelder, chapter 9 and epilogue.
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Grading Policy:

Final Grade: Your final grade will be determined on the basis of the following course components:

Class attendance/participation	10%
Church Analysis	30%
Reflective Journal	25%
Philosophy of Ministry Statement	20%
Leadership Interview	15%

Grading Scale: Final grades will be assigned according to the following scale:

A	95-100	Accurate and thorough presentation. Wide knowledge of the issues. Good critical understanding and evaluative ability. Persuasive and thoroughly integrated argument.
A-	90-94	Some evidence of independent judgment and originality of thought. Insightful identification of issues arising from the practice of ministry. Insightful theological reflection.
B+	87-89	Competent and clear presentation. Identification of key issues.
B	83-86	Evidence of critical understanding and evaluative ability. Clear and coherent argument.
B-	80-82	Ability to identify key issues arising from the practice of ministry Competent and clear theological reflection.
C+	77-79	Adequate and competent presentation. General knowledge of issues, with some identification of key issues.
C	73-76	Limited evidence of critical understanding or evaluative ability. Ability to identify general issues arising from the practice of ministry.
C-	70-72	Ability to reflect theologically on those issues. Less than integrated discussion.
F	Below 70	Inadequate and/or muddled presentation. Clear gaps in knowledge and inability to identify issues. Confusion of understanding. No evidence of ability to reflect theologically.

Late policy:

All work is due at the time of class on date specified, unless otherwise arranged with the professor. In case of serious illness or emergency, please communicate with the professor ASAP. Grace is available.

MBBS academic policies (as well as other school policies) are described at <http://www.mbseminary.edu/fresno/policies>. These policies provide guidance on

academic integrity and plagiarism, accommodations for disability, incomplete course work, extensions, dates for changing registration, non-discriminatory and inclusive language, appeals, grading templates, etc. Students are expected to be familiar with these policies and will be held responsible for adhering to them. If you have questions about how these policies relate to you or to a situation that you face in your studies, please speak to your professor or consult the Registrar.

Course evaluations are to be completed online and are due one week after the completion of the course. Official grades will not be posted until the student's evaluation of the course is completed.

The Instructor's Commitment:

Having outlined the basic expectations to which you will be held accountable this semester, I also would like to identify the essential commitments that can be expected of me as your instructor. My commitment to you is that I will strive:

1. To model an attitude of openness and earnestness toward the purposes of God's reign.
2. To honor your investment of time by always being as prepared as I can be.
3. To assume primary responsibility for cultivating within the classroom an atmosphere of hospitality that will enable all participants to feel free and safe to engage openly in discussion and in discerning God's purposes.
4. To provide constructive and helpful feedback on all written assignments in a timely fashion.