

DMN 913: Person and Work of the Ministry Leader

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COURSE DESCRIPTION

The lack of a rich biblical theology of leadership often limits or even harms ministry practitioners in their attempts to lead ministries. Unreflective reliance on secular theories and techniques with biblical verses attached can be hazardous. Use of leadership object lessons drawn from narrative texts apart from deeper biblical reflection, has serious limitations. The purpose of this course is to encourage and guide students toward development of a sound biblical theology of leadership that can inform both theory and practice.

COURSE OBJECTIVES

The goal of this course is for students to develop a rich theological foundation for thinking about issues of leadership in the Christian community.

1. Learners will become familiar with primary biblical themes that bear on leadership within human society: the nature of human beings; the image of God; the purpose of human life and society; what leadership was intended by God to be originally; what it has become after humanity's corruption by sin; how it is transformed because of Christ's redemptive work; biblical principles for practicing leadership in the new community of Christ.
2. Learners will employ tools of theological analysis to develop insight into the patterns and goals of power, authority, and influence as practiced in human society with an emphasis on developing rich sets of principles that we can apply to distinguish godly leadership paradigms and practices from the corrupt influence practices of the fallen world system.
3. Learners will synthesize theological perspectives on leadership, relating them reflectively to the practice of ministry in their particular ministry setting. The goal will be to enhance one's depth of perspective on leadership as a guide to your own improved practice of leadership and your mentoring of others into sound leadership patterns.

REQUIRED READING

Reading of at least the following five works is required for this course. Please follow the instructions in the next section for processing your learning from these resources.

1. Banks, Robert and Bernice M. Ledbetter. *Reviewing Leadership: A Christian Evaluation of Current Approaches*. Grand Rapids, MI: Baker Academic, 2004.

This is a detailed exploration of the terms used in the New Testament text for leaders and followers. It illustrates use of systematic approach to gather and interpret a broad base of biblical data bearing on the nature of leading and following as it is portrayed in the New Testament.

2. Bennett, David W. *Metaphors of Ministry: Biblical Images for Leaders and Followers*. Grand Rapids: Baker, 1993.

Here you will find a survey of most of the major strands of thinking about leadership current today along with some basic interaction and critique from the perspective of Christian belief.

3. Lowney, Chris. *Heroic Leadership: Best Practices from an Unlikely 450-Year-Old Company That Changed the World*. Chicago: Loyola Press, Paperback Reprint 2005.

Lowney assess the leadership principles of Ignatius Loyola and the early Jesuits. The book provides a profoundly simple framework for developing a Christian philosophy of leadership.

4. Nouwen, Henri. *In the Name of Jesus: Reflections on Christian Leadership*. New York: Crossroad, 1998.

This small book is unique for its impact and brevity. It illustrates a deep grappling with key teachings of Jesus as they apply to the task of leadership that is shaped by the Spirit of Christ.

5. Stott, John. *Basic Christian Leadership: Biblical Models of Church, Gospel, and Ministry*. Chicago: InterVarsity, 2002.

Whereas Bennett draws from a wide collection of biblical metaphors, Stott bases his analysis on a careful exposition of the first four chapters of 1 Corinthians as the basis for reflection on principles of leadership in ministry.

PRE-COURSE ASSIGNMENTS

The goal of the pre-course assignment is to establish a statement of direction for your studies in this course. There are three phases to this assignment:

Phase One Pre-Course Assignment

Before reading the required books, analyze your current starting point. In a written evaluation of about 5 to 7 pages, articulate as clearly as you can the items listed below. Each item should be approximately one page and no more than one and one half pages. Do this assignment with as clean a slate as you can by tackling this portion before you begin the reading for the course.

1. Provide our current definition of leadership in no more than one paragraph. Write out the definition of leadership you currently use for yourself and for your teaching others. Explain why you support this definition.
2. Identify the five to seven most important leadership principles that believe are most important for effectiveness as a ministry leader with a one-paragraph description of each one.

3. Ask someone who has observed your leadership to help you identify the five to seven most important leadership principles that you actually use in practice. Discuss briefly and differences between your “principles-in-use” compared to your “espoused principles.”

4. What do you believe are the most significant differences between leadership as you commonly see it practiced around you and leadership as you believe God intends it to be.

This is not a literature research paper but rather a reflective analysis of the leadership concepts you have developed to date. It need not be a thorough exposition of all you believe, but it should go to the core of your convictions.

Phase Two Pre-Course Assignment

Read the five required books.

POST-COURSE ASSIGNMENT

The objective of the post-course assignment is for you to further develop your theological understanding in some area(s) of leadership that you identified in the pre-course assignment (or a new topic that has occurred to you since). This further development of your thinking should be presented in a well-prepared work of approximately 25 pages that interacts with both the general leadership literature and the results of your biblical and theological analysis. It is intended that you should have some considerable liberty in defining the nature and scope of this project. A successful project will address with skill appropriate to doctoral level theological study at least three major elements:

1. A key leadership theme associated with a critical area of leadership within the context of your current ministry role.
2. Theological analysis of one or more significant blocks of Scripture that bear on your chose theme.
3. Application of the theological insights provided by the biblical texts to the the practice of leadership in ministry

The books by Nouwen and Stott are perhaps the best examples of what an assignment of this kind would look like if extended to the length of a short book. Your paper does not need to be of similar length, but it should have similar qualities. Notice how these works accomplish the three goals above.

1. They are firmly rooted in the contemporary context of leadership practice. Nouwen’s context is today. Stott’s is the leadership issues facing the first century Corinthian church. In each case, the writer has given thought to the contextualized leadership problems that arise in attempting to serve as a godly leader.
2. They evidence careful reflection based on the biblical text on the larger theological issues that are raised by the leadership context.
3. They draw application from the theological learnings to the practice of leadership, providing transformative insights into how truly Christian leadership should be practiced.

In approaching this assignment, I suggest that you:

1. Try to identify the largest *unanswered* questions you currently have about ministry leadership. What really troubles you? What puzzles you? What intrigues you? What stirs

- your excitement? In other words, begin by identifying *what you would like to understand more deeply*.
2. Select one or more significant biblical portions that you believe bear on the answers you are seeking. Analyze the teaching of the texts you have chosen using the exegetical and theological skills and tools necessary to capture the depth of the texts.
 3. Apply what you have learned by identifying insights that answer the questions you have about how to lead in ministry.

SUBMITTING YOUR ASSIGNMENTS

The **pre-course** assignment is to be submitted on the first day of class. Assignments submitted after the first day will be marked late.

The **post-course** assignment is to be submitted _____ after the conclusion of class.
<Add any instructions required by ACTS for submission.>

Supplement: Important Academic Notes from ACTS

Web Support – Student Portal <https://students.twu.ca>

All students at TWU have a TWUPass username and password. This is determined at the time of an online application or can be managed through the computing services help desk or the link on the student portal. Your student email account is also available through this student portal and is vital for communication about grades, account statements, lost passwords, sign-up instructions, etc. If you do not know your account or password, there is a link at the login area called “I forgot my password.” When you click on that link, you will be walked through the process of retrieving your account information.

Campus Closure

In the event of deteriorating weather conditions overnight or other emergency situations, every effort will be made to communicate information regarding the cancellation of classes to the radio stations CKNW (980 AM), CKWX (1130 AM), MAX (850 AM), PRAISE (106.5 FM) and KARI (550 AM) by 6:30 a.m., and an announcement will be placed on the University's switchboard as well as on the website <http://www.twu.ca/conditions/>. The first announcement regarding a closure will cover the period up to 1:00 p.m. only. If classes are to be cancelled beyond 1:00 p.m., this decision will be announced by the same means before 11:00 a.m. that day. Students and faculty should assume that all night classes will continue to operate. If the emergency continues into the evening, students and faculty may check for a closure notice on the University's switchboard and website after 3:00 p.m. that day.

Paper Formatting

Students need to adhere to Turabian Notes (Bibliography) format except in counselling courses, for which APA format is used.

Students are strongly encouraged to use RefWorks (available through the library home page www.twu.ca/library) as their bibliographical manager and as a tool for formatting bibliographies. They will need to be aware of the need to “clean up” most bibliographies

generated by this program. Students are encouraged to view the documents on the following websites for format samples: http://www.press.uchicago.edu/books/turabian/turabian_citationguide.html or www.dianahacker.com/resdoc/. Note that in RefWorks the available formatting styles are those of Turabian (Notes), 7th edition, and APA – American Psychological Association, 5th edition. For Turabian, note that there are two formats – Notes (or Bibliography Style) and Reference List (a short format citation style). ACTS uses the Notes (Bibliography) format, not Reference List.

Counselling students are expected to purchase the APA Publications Manual. More information found at the following website. <http://www.apastyle.org/pubmanual.html>.

For free online programs that will enable you to create properly formatted bibliography citations, go to <http://www.calvin.edu/library/knightcite/> ("Chicago stands for "Turabian") or <http://www.sourceaid.com/citationbuilder/>

CANIL students can locate this on the CANIL intranet, under the “student” side. A hard copy is given to incoming students in the fall.

Please check with your professor to see which one he/she recommends you use!!

Research Ethics

Please note that all research projects involving human participants undertaken by members of the TWU university community (including projects done by ACTS students to satisfy course or degree requirements) **MUST** be approved by the Trinity Western University Research Ethics Board. Information and forms may be found at <http://www.twu.ca/academics/research/ethics/> Those needing additional clarification may contact Dr. Bruce Guenther. Please allow at least three (3) weeks from the date of submission for a review of the application.

Academic Integrity and Avoiding Plagiarism at TWU

As Christian scholars pursuing higher education, academic integrity is a core value of the entire TWU community. Students are invited into this scholarly culture and required to abide by the principles of sound academic scholarship at TWU. This includes, but is not limited to, avoiding all forms of plagiarism and cheating in scholarly work. TWU has a strict policy on plagiarism (see academic calendar 2008-09, pp. 37-38). Further details on this subject are contained in the ACTS Student Handbook in section 4.12. The handbook is available online on the ACTS webpage (www.acts.twu.ca) at the following link: www.acts.twu.ca/Handbook.html.

Learning what constitutes plagiarism and avoiding it is the student's responsibility. An excellent resource describing plagiarism and how to avoid it has been prepared by TWU Librarian William Badke and is freely available for download (PPT file) or used as flash (self running) tutorials of varying lengths from:

<http://www.acts.twu.ca/lbr/plagiarism.ppt>

<http://www.acts.twu.ca/lbr/Plagiarism.swf> (14 minute flash tutorial)

http://www.acts.twu.ca/lbr/Plagiarism_Short.swf (8 minute flash tutorial)

Equity of Access

It is the responsibility of a student with a learning disability to inform the ACTS Director of Student Life of that fact before the beginning of a course so that necessary arrangements may be made to facilitate the student's learning experience. We are unable to accommodate any student who informs the Director of Student Life of a disability after the beginning of class.