

**Foundations for Effective Ministry 1b: Worldview, Mission and Leadership
(MS 1B03)
Winter 2016**

Instructors:

Paul Bates
email: batesp@mcmaster.ca
phone: 905 525 9140 ext.20512

Dr. Lee Beach
email: beachl@mcmaster.ca
phone: 905-525-9140 ext. 23502

Term: Winter 2016
Room: TBA

Time: Tuesdays 1:30 p.m. – 3:20 p.m.
First Class: Jan. 5

Course Description

This course is designed to help students explore what it means to engage the world in a distinctly Christian way and orient their lives, talents, callings and abilities around God's perspective on the world and how we are invited to participate in his transformational purposes for it. The course will help students consider how a theological vision for life in this world and a personal encounter with God influences every aspect of life regardless of what their own specific calling may be. Students will consider the key elements of a Christian worldview, a foundational philosophy of Christian leadership and an introduction to the mission of the church.

Course Objectives

Knowing

1. To help students understand the concept of worldview and how it is formed.
2. To help students understand foundational scriptural and theological principles and/or categories for the mission of the Church in contemporary Canadian culture, and in light of the concerns of post-Christendom.
3. To understand key features of contemporary Canadian culture as they relate to issues of spiritual need, and the proclamation of the Christian message.
4. To help students understand foundational scriptural and theological principles for leadership in the church in contemporary Canadian culture.

Being

1. To encourage reflection and integration in terms of personal, congregational, and political aspects of Christian identity
2. To help students develop confidence in their own ability to proclaim the Christian gospel and lead a congregation in evangelistic enterprise.
3. To develop a clear connection between ones inner life as a Christian leader and ones effectiveness as a Christian leader.
4. To help students develop confidence in their own unique, God given style of leadership.

Doing

1. To help students develop and/or hone their own worldview.
2. To help students develop their own philosophy of mission and evangelism for their lives and the church.
3. To equip students with relevant strategies for leadership development and practice.

A core value of our class is that it is a “learning community,” designed to be a place where each member of the community can grow through positive affirmation and constructive input. We should all come to the community as people in process, open to be deconstructed and formed through our mutual learning experience.

It is the professors’ responsibility to empower each class member as a learner by treating each student with respect and dignity. We come to position ourselves as fellow learners in the community and to offer information, reflection, experience and questions for us to reflect on together. Further, it is our responsibility to give good evaluation and feedback to your thinking, both as you offer it to the class and through written work so that your growth through this class can be maximized as a result of our collaboration.

As a responsible member of our learning community you will be expected to commit yourself to the class throughout the semester that we are together. This means that in our class interactions you will endeavor to treat all members of our class with respect and dignity. Your attendance is required as your presence is necessary for our community (that is our class) to function at an optimal level. Assignments should be handed in on time and in good order. All late assignments may be docked at the rate of 2% for each day (including weekends) late. Assignments can be submitted in hard copy on standardized paper or electronically in a word document.

We are available and would welcome making connections with each of you outside class time. Please feel free to make an appointment with either of us if there is any way that we can assist your learning experience in this course.

Course Topics for Winter Term

The practice of mission in the contemporary context

The Church and mission

Mission in the marketplace

What is Leadership?

Leading in the 21st century church and society

Practicing Christian leadership

Leadership and Gender

Profiles of leadership

Required Texts (these texts are in addition to the texts already assigned in MS 1A03 in the Fall semester all of which are also useful for this section of the course as well)

Beach, Lee. *The Church in Exile: Living in Hope After Christendom*, Downers Grove: Intervarsity, 2015.

Goheen, Michael W. *Light to the Nations: The Missional Church and the Biblical Story*, Adn. MI: Baker Publishing Group, 2011.

Northouse, Peter G. *Leadership: Theory and Practice* 6th ed. Los Angeles: Sage, 2013.

Course Requirements:

1. A Biblical Theology of Mission and its Practice

This paper should offer an introductory biblical foundation for mission and evangelism and an analysis of contemporary approaches to mission and evangelism in church ministry. The paper should offer a biblical basis for mission, move to an analysis of contemporary approaches to mission in North American culture and conclude with some practical reflection on how the church can truly be missional and how it should do mission in the contemporary world, particularly in Canada today. The paper should demonstrate comprehension of course materials, required texts (particularly *A Light to the Nations* and *The Church in Exile*) and pertinent sources on the issue of evangelism and mission.

This paper should be 8 - 10 pages (double spaced) in length. It will constitute 25% of the second semester grade. Due Date: Feb. 2, 2016.

2. Leadership Journals

Students will be required to provide three self-reflective journal entries on their understanding of and development in three specific areas of leadership formation. The three specific areas for reflection are:

1. *Authentic Leadership*: This includes elements of *intrapersonal* development, i.e. what goes on within oneself that incorporates self-awareness or self-knowledge; the depth of one's personal conviction and the influence that derives from one's life experiences and also *interpersonal* development, i.e. relationships, and the dynamic between leadership and followership.
2. *Transformational Leadership*: This includes elements of emotion, values, ethics, and vision. Also, the concept of *charismatic* leadership and how this creates a form of influence that can move followers to accomplish more than might otherwise be expected of them.
3. *Leadership and Conflict*: Leadership is about change, and change brings resistance and conflict; therefore leadership brings conflict. How do issues of power, and the use of 'currency' affect how we deal with conflict? How do we process conflict, both personally and as a leader effectively?

Each of these topics will be covered in class prior to the due date of the journal and these lectures will provide much more detail on each area. The goal of this assignment is to invite students to personally reflect on these crucial areas of leadership as they are being formed in the student's own life. The journal entries should draw from class lectures and discussion, readings and personal experience. They should each provide a brief description of the topic and then focus on your own understanding of how you are developing these areas of leadership competency in your own formation thus far.

Each journal should be 4-6 pages (double spaced) in length. Each journal will constitute 10% of the course grade (30% overall). Due Dates are:

Authentic Leadership - Feb. 23, 2016.

Transformational Leadership- Mar. 8, 2016

Leadership and Conflict - Mar. 22, 2016.

3. Paper and Presentation: A Profile in Leadership

Choose one person/leader from history or contemporary times and spend time studying that individual's life, personal development, leadership development, and approach to leadership. This person could be a "famous" leader or someone who has had particular influence on you, however they have to be someone who has had the responsibility of leading an organization, a church, or a specific group of people (this person CANNOT be a relative or family member) Once you have chosen the leader study them and spend time developing a leadership profile of them. The paper should address questions like; what shaped them? What were their personal habits? How did they develop as a leader? What were their accomplishments as a leader? What practices made them effective? What practices did they engage in that were not effective? How did they bring a Christian worldview to bear on their leadership? How did their lives contribute to the mission of God in the world? This profile does not have to be exhaustive but it should provide a clear, accurate and insightful look at a particular leader and how they conducted themselves as a leader. If the person is someone who is personally known to you and there are no written sources to refer to a personal interview should be conducted with the person and that interview, with its date and place should be included in the bibliography.

The profile of your chosen leader will be presented to the class (in an individual presentation) toward the end of the second semester. The presentation should describe the leader and his/her general biography and should address some of the questions presented in the assignment description given above. The presentation should also include some kind of visual element(s) that enhances the presentation. During and/or following the presentation opportunity for questions and discussion should be given in order to facilitate class interaction. Your presentation should be approximately 20

minutes in length. If in doubt about how to prepare for this presentation ask the course instructors and you will be given advice on a suitable course to pursue.

The paper should be 8-10 pages (double spaced) in length and will constitute 20% of the second semester grade. Due at class time the date of your class presentation.

The class presentation will constitute 15% of the second semester grade. The exact due date will be determined on the second day of class in the winter semester (either Mar. 15, Mar. 22 or Mar 29).

4. Core Competencies (*This assignment covers both semesters of the course)

The Foundations 1 Course is connected to the Student's Ministry Placement and the Ministry Reflection Seminar (MRS). One of the goals of this connection between these three experiences is to help the student develop "core competencies" for ministry. Foundations for Effective Ministry 1 focuses on the ministry issues of Worldview, Mission and Leadership. The goal of the course is to help students develop the following competencies in these areas:

Worldview

1. Be able to articulate the meaning of the term "worldview" to others and express why an understanding of worldview is important for Christian ministry.
2. Be able to identify at least five sources that contribute to an understanding of Christian worldview.
3. Set a goal that will provide you with the opportunity to teach, or discuss with a group the concept of worldview and how it is significant for the Christian life and ministry.

Mission

1. Be able to give an overview of a biblical theology of mission and describe its importance to the church.
2. Be able to offer a succinct description of the Christian faith in a way that would make sense to the average, non-church going, secular person in Canada today.
3. Be able to identify the difference between attractional models of church ministry and missional models and articulate a rationale for the need for a missional vision for the church in Canada today.
4. Set a goal that will give you the opportunity to participate in mission, either through a program that is explicitly missional (i.e. designed to be an outreach to those outside of the church) or through a one time opportunity to engage in a faith sharing experience.

Leadership

1. Be able to articulate a personal philosophy of leadership.
2. Be able to identify several specific practices that are essential to effective leadership.
3. Be able to identify some of the challenges of leadership, particularly as they pertain to the current Canadian church context.

4. Set a goal that will help you to be involved in the leadership of a specific group, team or initiative within your placement context. This opportunity should provide you with the chance to be the, or one of the, point leaders of a specific group of people.

Assignment

Submit a written journal that provides reflections on the competency goals set in the first semester. The journal should offer some clear and insightful reflection on the progress made on the three goals. The journal should provide some evaluation on the progress made toward the goals that you have set as well as some personal insight into some of the experiences that you had that contributed to the development of these competencies. How did these experiences contribute to your development?

The reflection journal should be 3-5 pages (double spaced) in length and is due Apr. 3rd. The journal will constitute 10% of the final grade for the second semester.

Additional notes:

Academic Dishonesty – Academic dishonesty is a serious offence in the academic world that may take any number of forms, including plagiarism, the submission of work that is not one's own or for which previous credit has been obtained, and/or unauthorized collaboration with other students. Academic dishonesty can result in severe consequences, e.g., failure of the assignment, failure of the course, a notation on the transcript, and/or suspension or expulsion from the College. It is your responsibility to understand what constitutes academic dishonesty. Please refer to the McMaster Divinity College Statement on Academic Honesty located at <http://www.mcmasterdivinity.ca/programs/rules-regulations>

Style - All stylistic considerations (including but not limited to questions of formatting, footnotes, and bibliographic references) must conform to the McMaster Divinity College Style Guidelines for Essays and Theses <http://www.mcmasterdivinity.ca/sites/default/files/documents/mdcstyleguide.pdf>
Failure to observe appropriate form will result in grade reductions.

Inclusive Language - McMaster Divinity College uses inclusive language in worship services, student written materials, and all of its publications. In reference to biblical texts, the integrity of the original expressions and the names of God should be respected. The NRSV is a good example of the use of inclusive language. It is expected that all students will use inclusive language in all MDC assignments.

Sexual Harassment - Sexual harassment is a violation of the integrity of persons in the form of unsolicited, unwelcome, verbal or physical behavior, which discriminates on the basis of gender about a person's body, attire, gender, marital status or economic status. Among faculty, staff, and students, sexual harassment of any kind will not be tolerated.

Disclaimer - This syllabus is the property of the instructor and is prepared with currently available information. The instructor reserves the right to make changes and revisions up until the first day of class.

