Essential Information

Please refer to the following resources for information essential for the successful completion of courses and degree programs at Nazarene Theological Seminary. Links to these resources are available in the Essential Information section at http://support.nts.edu.

- NTS Mission Statement & Purpose Degree Objectives
- Tips for online learning success
- NTS library services
- NTS textbook information
- Online technical requirements and Moodle support information
- NTS Student Handbook including statements on quality of work, plagiarism, and academic probation
- Handbook for Inclusive Language

Instructor Information

Professor: Dan Boone, DMin
Email: dboone@trevecca.edu
Office: (615) 248-1251
Office Hours: by appointment

Catalog Description

PTH715, Church Leadership in Contemporary Contexts. A consideration of leadership challenges for the pastor in a contemporary context.

Course Narrative & Rationale

This course is designed to study the practice of leadership in a changing culture. Through lecture, reading, dialogue, and case studies students will examine the competencies needed to lead a congregation in a changing world. Current leadership models will be examined through the lens of Wesleyan theology toward an outcome of a Wesleyan theology of leadership.

Degree Objectives

The overall goal of the M.Div. curriculum is the personal development of students to that degree of spiritual maturity of mind and character appropriate for service in the various
ministries of the Church, especially the pastoral ministry. Such Christian spiritual formation can take place only through a deepening knowledge of the Triune God of Christian faith as the God whose character is holy love, revealed to us definitively as Incarnate in Jesus Christ by the Holy Spirit. This deepening knowledge is developed primarily through realization of the following objectives:

1. Mature knowledge of God and self, attained through practices of Christian formation and personal discipline, exhibited in the following outcomes; the student will:
2. Articulate self-knowledge of personality characteristics, strengths and weaknesses
3. Cultivation of gifts, practical skills, and vocational identity as a minister of the Gospel of Jesus Christ through engagement in and reflection on the pastoral arts, exhibited in the following outcomes; the student/graduate will:
4. Communicate effectively in written, spoken, artistic, and other forms
5. Lead in such a way as to develop the leadership potential in others
6. Understanding of local and global diversity through the investigation of cultural contexts, to enable the Church to proclaim effectively and to embody the mission of God, exhibited in the following outcomes; the student/graduate will:
7. Exegete the congregation
8. Exegete aspects of society including ethnicity and culture

**Course Outcomes**

1. To have the ability to know yourself as a leader by looking inward, listening to others who know you, examining Biblical leadership contexts, and reading contemporary leadership books. (Assignments 1, 2, 3, 6)
2. To have the ability to discern the “story” of the people of God at key transitional moments and to be able to translate these into contemporary situations requiring careful leadership. (Assignments 3, 4, 5)
3. To have a current understanding of contemporary leadership wisdom. (Assignments 3, 4)
4. To have the ability to articulate key leadership principles and strategies in verbal form to the congregation and its leaders. (Assignments 5, 6)
5. To be a student of context and congregation. (Assignments 4, 6).

**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 7 Ability to conceive and articulate purpose, mission, vision, and to develop strategic plans ways that strengthen a unified vision
CP 8 Ability to develop team building skills, identify and cultivate spiritual gifts, recruit volunteers, empower laity, diagnose and intervene in problems
CP 9 Ability to lead congregations in developing principles for biblical stewardship of life resources
Required Texts & Course Materials

Recommended Texts & Course Materials
Gaines, Shawna Songer and Timothy R. *A Seat at the Table: A Generation Reimagining Its Place in the Church* (Beacon Hill)
Peterson, Eugene H. *Working the Angles: The Shape of Pastoral Integrity* (Eerdmans)
Smith, Bryan James. *The Good and Beautiful Community* (IVP)
Smith, James K.A. *Desiring the Kingdom: Worship, Worldview, and Cultural Formation* (Baker Academic)
Willimon, William H. *Bishop: The Art of Questioning Authority by an Authority in Question* (Abingdon)

Course Outline
Monday Feb. 3
Core Friedman principles of leadership: self-differentiation, triangles, non-anxious presence, reactivity, herd instinct, blame displacement, chronically anxious systems

Tuesday Morning Feb. 4
Biblical models of leadership in times of transition: the Exodus, Babylonian exile, the Revelation

Tuesday Afternoon Feb. 4
Prophet, Priest, and King – Biblical roles in tension
Case Study
Exegeting the congregation and writing its history
The first 100 days

Wednesday Morning Feb. 5
Discussion of Heifetz/Linsky
Transactional vs Transformational
Disruptive vs Adaptive

Wednesday Afternoon Feb. 5
Preaching and leadership
Liturgy and leadership
Prayer and leadership
Administration and leadership
Who you spend time with and leadership
Budgeting priorities and leadership
Social networking and leadership
The Menu
Thursday Morning Feb. 6  
Discussion of principles in Sample  
Case study
Thursday Afternoon Feb. 6  
Money in the church  
Sabbath  
Boundaries  
Hybels – Gifts and Gauges

Course Assignments & Requirements

CLASS PARTICIPATION: Because theological education assumes that significant learning takes place in integrative dialogue, regular class attendance is required, as well as meeting assignments prior to and following scheduled class sessions via Moodle. Make-up assignments are at the discretion of the instructor.

Pre-Module
1. Assignment: Please post an introductory biography of yourself and a summary of your leadership roles in the churches you have and are serving and read the posts of your classmates (no more than one page – 250 words). Due: Dec. 23, 2013
2. Journal privately in response to the following questions: What do I know about myself as a Christian leader? What do 5 people who know me well say about my strengths and weaknesses as a leader? What dark side tendency do I fight against that may impact my leadership negatively? From these reflections, write a 250 word introduction of yourself as a Christian leader in the third person. Post for the class to read and read the entries of all class members. Due: Dec. 30, 2014
3. READING: Read all 4 assigned textbooks in full. Students will be expected to participate in class discussion based on insights gained from the reading. Each student shall also write a 400-500 word book review of each of the four textbooks. Each book review should include the pertinent bibliographical information from the book, the pages actually read, and a brief description of the content of the book demonstrating personal acquaintance with that content.  
   - Linsky/Heifetz text Due: Jan. 6, 2014  
   - Bridges text Due: Jan. 13, 2014  
   - Sample text Due: Jan. 20  
   - Friedman text Due: Jan. 27

Module – February 3-6, 2014

Post-Module
4. Select a needed transition in the congregation you attend. Write a case study detailing the history and context of the change being sought. Using the Bridges paradigm, strategize and predict the path ahead for the given congregation. Select 5 key principles from Sample, Friedman, and/or Heifetz/Linsky that would guide the pastoral leader in initiating and leading this particular change. 500 words. Due: Feb. 17, 2014

5. You are teaching a seminar on Biblical leadership in changing times. Using the Biblical story of the Exodus, the Babylonian exile, or the Churches of the Revelation, record or video a one hour oral presentation to a live audience (where possible). Submit electronically as guided by NTS IT. Watch/listen to and comment on the presentations of each class member. Due: March 3, 2014

6. Without use of notes, in free-flowing thought, write for one hour on your learning about leadership in times of transition. What has become part of your practice, your thought, and your habits? Due: March 17, 2014
(Outcomes 1,3,4,5)

Distribution of Student Learning Hours

<table>
<thead>
<tr>
<th>Activity</th>
<th>pre-module hours</th>
<th>module hours</th>
<th>post-module hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Face-to-face Class Sessions</td>
<td></td>
<td>30</td>
<td></td>
</tr>
<tr>
<td>Online Participation in forums, etc.</td>
<td>5</td>
<td>15</td>
<td></td>
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<tr>
<td>Reading</td>
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<tr>
<td>Writing</td>
<td>16</td>
<td>2</td>
<td>12</td>
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<tr>
<td>Other Assignments and Learning Activities</td>
<td>4</td>
<td>0</td>
<td>10</td>
</tr>
<tr>
<td>Exams &amp; Quizzes</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>TOTAL</td>
<td>65</td>
<td>32</td>
<td>57</td>
</tr>
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</table>

Method for Submitting Assignments

Please use the links provided on the Moodle site for this course to turn in the textbook reviews, the assigned papers, and the oral presentation. Please title your files for uploading with your last name (first letter capitalized), underscore, your first name (first letter capitalized), underscore, and the title of the assignment. E.g. Blow_Joe_textbook-report-1.

Form and Style Expectations

The bibliographic information on the textbook report should follow the formatting of Turabian. Form expectations for other assignments will be described in class.

Inclusive Language
NTS is committed to the equality of women and men. Recognizing that people have often used the English language in ways that imply the exclusion or inferiority of women, NTS urges students, faculty, and staff to avoid sexist language in public discourse, in classroom discussions, and in their writings. All written work presented to meet course requirements must use gender inclusive language.

**Policy Regarding Late Work & Missed Exams**
The professor reserves the right to deduct up to 25% of the grade on a given assignment for late work.

**Course Grading**
Assignments will be weighted as follows: \#1 = 5%; \#2 = 10%; \#3 = 30%; \#4 = 15%; \#5 = 25%; \#6 = 15%. The professor reserves the right to add or deduct 10% to the grade for engaged, informed participation in class discussion.

In accordance with the provisions of the Rehabilitation Act of 1973, NTS is committed to providing students with disabilities the opportunity to participate and benefit from its programs and activities. Accordingly, NTS will make reasonable modifications to its programs and activities to accommodate otherwise qualified students with disabilities, unless such modifications would impose an undue burden on the operation of the particular program or activity or would fundamentally alter the nature or purpose of the program or activity. Students needing accommodations should contact the Office of the Registrar. They also should contact the instructor no later than the end of the first class session to discuss learning needs and adaptive strategies that have been beneficial for the student in the past.

**Class Attendance**
Attendance at classes is essential for realizing the maximum benefit of your education. Since the professor in each course is best acquainted with the importance of consistent attendance, he or she will determine the rules for attendance.

If you must be absent because of extenuating circumstances, contact the professor as soon as possible to discuss the situation.

If a student is absent for 8 hrs of a one week module or is absent (does not participate) four or more weeks of the pre/post module, the professor may automatically fail the student.

Daily attendance records must be reported for those obtaining V.A. and Department of Education benefits. Students must make the professor aware if their attendance must be recorded.

**Audio and Video Recordings**
In order to foster a safe learning environment in which various viewpoints are respected, audio or video recordings or transcripts thereof by students is prohibited without the permission of
the faculty member in charge of the course. If permission is granted, redistribution of these recordings or transcripts thereof outside the scope of the course is prohibited.

Students enrolling in videoconferencing courses or participating in certain synchronous Moodle activities should be aware that their images and voices will be transmitted digitally through the videoconferencing equipment and may be recorded. Continued enrollment in these courses constitutes willingness to participate in the class with these conditions. If you have privacy concerns, please discuss your enrollment with the Registrar.

**Course Calendar**

<table>
<thead>
<tr>
<th>Date</th>
<th>Week</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dec. 23, 2013</td>
<td>1</td>
<td>1. Assignment: Please post an introductory biography of yourself and a summary of your leadership roles in the churches you have and are serving and read the posts of your classmates (no more than one page – 250 words). Due: Dec. 23, 2013</td>
</tr>
<tr>
<td>Dec. 30, 2013</td>
<td>2</td>
<td>2. Journal privately in response to the following questions: What do I know about myself as a Christian leader? What do 5 people who know me well say about my strengths and weaknesses AS A LEADER? What dark side tendency do I fight against that may impact my leadership negatively? From these reflections, write a 250 word introduction of yourself as a Christian leader in the third person. Post for the class to read and read the entries of all class members. Due: Dec. 30, 2014</td>
</tr>
<tr>
<td>Jan. 6, 2014</td>
<td>3</td>
<td>3. Read the Linsky/Heifetz textbook in full. Students will be expected to participate in class discussion based on insights gained from the reading. Each student shall also write a 400-500 word book review. Each book review should include the pertinent bibliographical information from the book, the pages actually read, and a brief description of the content of the book demonstrating personal acquaintance with that content. Due: Jan. 6, 2014</td>
</tr>
<tr>
<td>Jan. 13, 2014</td>
<td>4</td>
<td>3. Read the Bridges textbook in full. Students will be expected to participate in class discussion based on insights gained from the reading. Each student shall also write a 400-500 word book review. Each book review should include the pertinent bibliographical information from the book, the pages actually read, and a brief description of the content of the book demonstrating personal acquaintance with that content. Due: Jan. 13, 2014</td>
</tr>
<tr>
<td>Jan. 20, 2014</td>
<td>5</td>
<td>3. Read the Sample textbook in full. Students will be expected to participate in class discussion based on insights gained from the reading. Each student shall also write a 400-500 word book review.</td>
</tr>
</tbody>
</table>
Each book review should include the pertinent bibliographical information from the book, the pages actually read, and a brief description of the content of the book demonstrating personal acquaintance with that content.
Due: Jan. 20

<table>
<thead>
<tr>
<th>Date</th>
<th>Week</th>
<th>Activity Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan. 27, 2014</td>
<td>6</td>
<td>3 Read the Friedman textbook in full. Students will be expected to participate in class discussion based on insights gained from the reading. Each student shall also write a 400-500 word book review. Each book review should include the pertinent bibliographical information from the book, the pages actually read, and a brief description of the content of the book demonstrating personal acquaintance with that content. Due: Jan. 27, 2014</td>
</tr>
<tr>
<td>Feb. 3-6, 2014</td>
<td>7</td>
<td>Module Face to Face Begins</td>
</tr>
<tr>
<td>Feb. 10, 2014</td>
<td>8</td>
<td>No work due</td>
</tr>
<tr>
<td>Feb. 17, 2014</td>
<td>9</td>
<td>4. Select a needed transition in the congregation you attend. Write a case study detailing the history and context of the change being sought. Using the Bridges paradigm, strategize and predict the path ahead for the given congregation. Select 5 key principles from Sample, Friedman, and/or Heifetz/Linsky that would guide the pastoral leader in initiating and leading this particular change. 500 words. Due: Feb. 17, 2014</td>
</tr>
<tr>
<td>Feb. 24</td>
<td>10</td>
<td>No work due</td>
</tr>
<tr>
<td>Mar. 3, 2014</td>
<td>11</td>
<td>5. You are teaching a seminar on Biblical leadership in changing times. Using the Biblical story of the Exodus, the Babylonian exile, or the Churches of the Revelation, record or video a one hour oral presentation to a live audience (where possible). Submit electronically as guided by NTS IT. Watch/listen to and comment on the presentations of each class member. Due: March 3, 2014</td>
</tr>
<tr>
<td>Mar. 10</td>
<td>12</td>
<td>No work due</td>
</tr>
<tr>
<td>Mar. 17</td>
<td>13</td>
<td>6. Without use of notes, in free-flowing thought, write for one hour on your learning about leadership in times of transition. What has become part of your practice, your thought, and your habits? Due: March 17, 2014 (Outcomes 1,3,4,5)</td>
</tr>
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<td></td>
<td>14</td>
<td>Course Evaluations (approximate release time by the Dean’s Office)</td>
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**Bibliography**

**Recommended Reading**


Bonaventure. *The Character of a Christian Leader* (Servant Books)

Brueggemann, Walter. *Mandate to Difference: An Invitation to the Contemporary Church* (WJK)

Buchanan, Mark. *The Rest of God: Restoring Your Soul by Restoring Sabbath* (W Publishing Group)

Busic, David A. [Compilation of authors] *The Pastor’s Guide to Effective Preaching* (Beacon Hill)

Cordeiro, Wayne. *Leading on Empty: Refilling Your Tank and Renewing Your Passion* (Bethany House)


Dawn, Marva J. *The Sense of the Call: A Sabbath Way of Life for Those Who Serve God, the Church, and the World* (Eerdmans)

Frazee, Randy. *The Connecting Church: Beyond Small Groups to Authentic Community* (Zondervan)

Fryling, Robert A. *The Leadership Ellipse: Shaping How We Lead By Who We Are* (Intervarsity)

Gaines, Shawna Songer and Timothy R. *A Seat at the Table: A Generation Reimagining Its Place in the Church* (Beacon Hill)

Guder, Darrell L. *Missional Church: A Vision for the Sending of the Church in North America* (Eerdmans)


Keller, Timothy. *Center Church: Doing Balanced, Gospel-Centered Ministry in Your City* (Zondervan)

Maxwell, John. *The 21 Indispensable Qualities of a Leader: Becoming the Person Others Will Want to Follow* (Thomas Nelson)

McIntosh, Gary. *One Size Doesn’t Fit All: Bringing Out the Best In Any Size Church* (Revell)
Nelson, Gary V. *Borderland Churches: A Congregation’s Introduction to Missional Living* (Chalice)

Peterson, Eugene H. (with Marva Dawn) *The Unnecessary Pastor: Rediscovering the Call* (Eerdmans)

Peterson, Eugene H. *A Long Obedience in the Same Direction: Discipleship in an Instant Society* (IVP)

Peterson, Eugene H. *Five Smooth Stones for Pastoral Work* (Eerdmans)

Peterson, Eugene H. *The Contemplative Pastor: Returning to the Art of Spiritual Direction* (Eerdmans)

Peterson, Eugene H. *The Pastor: A Memoir* (HarperOne)

Peterson, Eugene H. *Working the Angles: The Shape of Pastoral Integrity* (Eerdmans)


Schwanz, Keith and Coleson, Joseph. *Missio Dei: A Wesleyan Understanding* (Beacon Hill)

Sherman, Amy L. *Kingdom Calling: Vocational Stewardship for the Common Good* (IVP)


Stanley, Andy and Jones, Lane. *Communicating for a Change* (Multnomah)

Warren, Rick. *The Purpose Driven Church* (Zondervan)

Webber, Robert E. *Ancient-Future Faith: Rethinking Evangelicalism for a Postmodern World* (Baker)

Williams, Brian A. *The Potter’s Rib: Mentoring for Pastoral Formation* (Regent)

Willimon, William H. *Bishop: The Art of Questioning Authority by an Authority in Question* (Abingdon)

Willimon, William H. *Calling and Character: Virtues of the Ordained Life* (Abingdon)

Winseman, Albert L. Clifton, Donald O. Liesveld, Curt. *Living Your Strengths* (Gallup Press)

**Instructor Bio**

After having served in pastoral ministry for more than thirty years, Dan Boone was elected President of Trevecca Nazarene University in Nashville, TN. He served Nazarene Theological Seminary for 9 years as Visiting Professor of Preaching and Pastoral Theology.

Professional Publications

*The Church in Exile: Interpreting Where We Are*, Dust Jacket Press
*The Dark Side of God: When God is Hard to Explain*, Dust Jacket Press
*The Lord’s Prayer: Imagine it Answered*, Dust Jacket Press
*A Charitable Discourse: Talking about the Things that Divide Us*, Beacon Hill Press of Kansas City
*Dancing with the Law: The Ten Commandments*, co-authored with Amy Boone Tallman, Beacon Hill Press of Kansas City
*Preaching the Story that Shapes Us*, Beacon Hill Press of Kansas City
*Seven Deadly Sins: The Uncomfortable Truth*, Beacon Hill Press of Kansas City
*Answers for Chicken Little: A No-nonsense Look at the Book of Revelation*, Beacon Hill Press of Kansas City
*Embracing the Holy Life without Barricading the Front Door*, doctoral thesis for McCormick Theological Seminary.
*Historical Themes in Spiritual Formation: Modular Course of Study, Church of the Nazarene*, the teaching and student manual for ministerial preparation in the Church of the Nazarene.
*Preaching: Modular Course of Study, Church of the Nazarene*, the teaching and student manual for ministerial preparation for ministry in the Church of the Nazarene.
“Our Story Tells Us Who We Are”, chapter in *Holiness 101; Exploring This Transforming Journey*.
“The Holy Spirit: Our Soul’s Thirst”, chapter in *Unseen Powers*, Editor Everett Leadingham.
“Roller Coasters and the 23rd Psalm”, chapter in *Great Passages of the Bible*, Editor Everett Leadingham.
“Following the Manufacturer’s Instructions”, *Footprints: Following Jesus for Junior Highers*, Editor Bruce Oldham.
Regular contributor to *Holiness Today* and *Word Action Curriculum*. 