

ASSEMBLIES OF GOD THEOLOGICAL SEMINARY
Continuing Education Course
Springfield, Missouri
September 22-26, 2003

PTHM 623 EFFECTIVE RELATIONSHIPS IN MINISTRY
(3 Credits)
REVISED 7/24/03

Dr. Steve Lim

Fall 2003

COURSE SYLLABUS

COURSE DESCRIPTION

A biblical and practical study focusing on the development of *positive relationships* with ministry staff and board, among members, and with the unchurched. The influence of temperament, self-esteem, assertiveness, and maturity will be considered. Aspects of *relational leadership* will be explored, including credibility, motivation, empowerment, teams, servant leadership, situational leadership, and mentoring. This course will also examine *relational challenges* such as difficult people, reaction to change, conflict, cultural-ethnic differences, and sexual temptation.

COURSE OBJECTIVES

1. Develop a biblical understanding of relationships, especially as they apply to ministry and leadership.
2. Identify the levels of relationships, the qualities needed for achieving them, and the hindrances to deeper relationships.
3. Appreciate the areas of personal growth needed to form healthy relationships.
4. Understand how temperament theory can enhance relationships.
5. Gain a comprehensive understanding of the *ways in which relationships enhance leadership*, and of key relationships that determine effectiveness in ministry.
6. Learn how to deal with common but serious relational challenges in ministry.
7. Begin to apply relational principles to present relationships and ministries.

REQUIRED TEXTBOOKS

Barna George. *Building Effective Lay Leadership Teams*. Ventura, CA: Issachar Resources, 2001.

Goleman, Daniel, Richard Boyatzis, & Annie McKee. *Primal Leadership: Realizing the Power of Emotional Intelligence*. Boston, MA: Harvard Business School Press, 2002.

Steve Lim, *Class Notes and Select Readings, 2003*

RECOMMENDED READING

Blanchard, Ken, Sheldon Bowles, Don Carew, & Eunice Parisi-Carew. *High Five! The Magic of Working Together*. New York: HarperCollins Publishers, 2001.

Kouzes, James M and Barry Z. Posner. *Encouraging the Heart—A Leader's Guide to Rewarding and Recognizing Others*. San Francisco: Jossey-Bass, 1999.

Maxwell, John C. *Developing the Leaders Around You*. Nashville, TN: Thomas Nelson, 1995.

COURSE OUTLINE**I. BIBLICAL MODELS OF RELATIONSHIPS**

1. Jesus
2. Paul and the Early Church
3. Old Testament

II. UNDERSTANDING RELATIONSHIPS

1. Levels of relationship and communication
2. Friendliness and friendship
3. Caring and commitment
4. Vulnerability and deeper relationships
5. Hindrances to relationship
6. Temperament and relationship

III. RELATIONSHIPS AND THE MINISTER'S PERSONAL GROWTH

1. Self-esteem
2. Emotional intelligence
3. Assertiveness
4. Boundaries
5. Maturity

IV. RELATIONSHIPS AND LEADERSHIP

1. Credibility and influence

2. Community and body ministry
3. Small group dynamics
4. Servant leadership
5. Motivation and empowerment
6. Leading volunteers
7. Building a staff
8. Teamwork and teams
9. Situational leadership
10. Mentoring
11. Relationships with the unchurched
12. Support, accountability, and ministry development

V. RELATIONAL CHALLENGES IN MINISTRY

1. Criticism
2. Difficult people
3. Conflict
4. Reactions to change
5. Sexual temptation
6. Church discipline

METHODOLOGY

Class and small group discussions, lectures, student presentations, relational exercises, students' sharing of experiences, and role-play will be used to facilitate learning. Students will complete several profiles to evaluate their temperament and conflict styles.

COURSE REQUIREMENTS

Presession

Read the two textbooks (Barna and Goleman) and prepare a two page **reading analysis** for each. Cite useful insights, other benefits, limitations, and its overall value for you. Do **not** simply summarize its contents, rather give your **evaluation**. These reading analyses are due at the beginning of class on **Monday, September 22, 2003**. You do **not** need to prepare an analysis for the *Select Readings*, but you should have read the material and be familiar with it before the week of the class. The value of a week-long module is greatly increased when the student has had prior opportunity to read and reflect on the material. Consequently, late submission of reading analyses will result in a lower grade.

Session

Attend and participate in all sessions. Bring textbooks and Select Readings.

Choose one of the following class presentations:

- a. Make a five-minute report on assigned chapters from the textbooks or on selected or assigned theme. Provide a one to two page outline for each student.
- b. Prepare several role-plays about given relational situations. (2 students)

Postsession

Take a **final examination** by **Friday, October 10**.

Write a 7 to 8 page **reflection paper** on your personal and ministry-related relationships past and present. This project should integrate the insights gained through your reading (textbooks and supplementary readings), insights from class, and evaluation of profiles completed during the course. Sources should be cited, however, no additional readings are necessary beyond what has been provided for the course. The purpose of this paper is to help you to honestly **assess your relationships and to apply what you have learned** from this course to your life up to the present. Due: **Friday, October 31, 4:00 p.m.**

Write a 7 to 8 page **research paper** on the topic of your choice from those listed in the course outline. Interact with a minimum of 5 sources. Papers that rely primarily on a few sources will receive a lower grade. Do **not** simply summarize content from sources, but **evaluate and synthesize** your research. Summaries or lists which exceed one-third of a page should be placed in an appendix. Be sure to cite your sources with the use of footnotes. The purpose of this paper is to help you **understand and develop material** on a topic of interest to you. Due: **Friday, December 5, 4:00 p.m.**

Format. Use Times-New Roman font, 12 point type and double-space. Make all margins 1” and place page numbers on the upper right-hand corner. Quotes longer than two lines should be single-spaced and indented.

One Grace Period. If necessary, a “no questions asked” extension of up to two weeks will be granted on **ONE** of the two papers, without a reduction in grade. The reflection paper would then be due on **Friday, November 14**. The research paper would then be due on **Friday, December 19**. Please note that this grace period applies to only **ONE** paper. ***No papers will be accepted after these dates.***

Recommendations for Papers. Strive to write at a graduate level, realizing that what may have been acceptable in undergraduate work may not be for Master’s degree papers. While the quality of your content is the most important, the use of poor grammar, punctuation, spelling, and style detracts. Deficiencies in these areas will result in a lower grade. (After graduation, they will reflect poorly on your ministry.) If possible, ask several people knowledgeable in English and writing to thoroughly critique your work before submission. Recognize, as all good writers do, that extensive rewriting is a normal part of writing well. Allow time for the process of revision, which may require several drafts.

**Submit all coursework to:
AGTS Continuing Education
ATTN: Dr. Steve Lim**

**1435 N. Glenstone Avenue
Springfield, MO 65802
agts-ext@agts.edu**

GRADING PROCEDURE

Reading analyses	8%
Class participation, including presentation	8%
Final examination	28%
Reflection paper	28%
Research paper	28%

SELECT BIBLIOGRAPHY

This will be distributed in class.

SPECIFIC DATA

Syllabus revised by Steve Lim, July 21, 2003