

**ASSEMBLIES OF GOD THEOLOGICAL SEMINARY**  
**May 8-12, 2006**

**PTHM 545 MINISTRY DEVELOPMENT SEMINAR**  
**(3 Credits)**

**Melody Palm, Psy.D.**

**Summer 2006**

**Jay P. Taylor, D.Min.**

**Randy C. Walls, D.Min.**

**COURSE SYLLABUS**

**COURSE DESCRIPTION**

The *Ministry Development Seminar* is a five-day learning experience for the participants in the MA in Christian Ministries degree program designed to integrate the spiritual, psychological, and professional dimensions of their life and ministry.

**COURSE OBJECTIVES**

Upon completion of the *Ministry Development Seminar* course, the participants should be able to:

1. Articulate a theology of spirituality.
2. Integrate this theological understanding into their practice of Christian living.
3. Demonstrate a growing awareness of their own psychological make-up.
4. Articulate how this psychological make-up interacts with their spirituality and ministry.
5. Clearly understand and assess their unique design for ministry.
6. Integrate their understanding of this unique design into ministry passions, life experiences, personal strengths and limitations as they relate to enhancing ministry effectiveness.

**REQUIRED TEXTBOOKS**

Chan, Simon. *Spiritual Theology: A Systematic Study of the Christian Life*. Downers Grove, Ill.: InterVarsity Press, 1998.

Malphurs, Aubrey. *Maximizing Your Effectiveness: How to Discover and Develop Your Divine Design*. Grand Rapids, Mich.: Baker Book House, 1995.

McIntosh, Gary L., and Samuel D. Rima, Sr. *Overcoming the Dark Side of Leadership: The Paradox of Personal Dysfunction*. Grand Rapids, Mich.: Baker Book House, 1997.

## **COURSE METHODOLOGY**

Lectures, readings, small group activities, writing assignments, and assessment instruments will be utilized to achieve the course objectives.

## **COURSE REQUIREMENTS**

### *A. Pre-Session*

1. Read all assigned texts.
2. Write a two-page reflection paper (approximately 500 words) for each of the Malphurs, McIntosh/Rima, and Chan texts.
  - a. The content of the papers should focus on four topics/themes from your reading that were most significant to you and why they were significant.

**Reflection papers are DUE the first day of class Monday, May 8, 2006.**

### *B. Session*

1. Attendance and avid participation in all sessions.
2. Preparation for each day's activities.

### *C. Post-Session*

1. Read an additional 250 pages from each of the following book lists (750 pages total). Prepare a bibliography of your reading, noting the number of pages read in each text.

## **Psychological Development**

- Baab, Lynne M. *Personality Type in Congregations: How to Work with Others More Effectively*. Bethesda, MD: The Alban Institute, 1998.
- Boers, Arthur Paul. *Never Call Them Jerks: Healthy Responses to Difficult Behavior*. Bethesda, MD: The Alban Institute, 1999.
- Oswald, Roy M. and Otto Kroeger. *Personality Type and Religious Leadership*. Bethesda, MD: The Alban Institute, 1988.
- Ware, Corinne. *Discover Your Spiritual Type: A Guide to Individual and Congregational Growth*. Bethesda, MD: The Alban Institute, 1995.

## **Spiritual Development**

- Boa, Kenneth. *Conformed to His Image: Biblical and Practical Approaches to Spiritual Formation*. Grand Rapids: Zondervan, 2001.
- Foster, Richard. *Celebration of Discipline: The Path to Spiritual Growth*. San Francisco: Harper & Row, 1988.
- McNeal, Reggie. *A Work of Heart: Understanding How God Shapes Spiritual Leaders*. San Francisco: Jossey-Bass, 2000.

Tan, Siang-Yang and Douglas H. Gregg. *Disciplines of the Holy Spirit: How to Connect to the Spirit's Power and Presence*. Grand Rapids: Zondervan, 1997.

Whitney, Donald S. *Spiritual Disciplines within the Church: Participating Fully in the Body of Christ*. Chicago: Moody Press, 1996.

### **Professional Development**

Anderson, Leith. *Leadership that Works: Hope and Direction for Church and Parachurch Leaders in Today's Complex World*. Minneapolis: Bethany House, 1999.

Bergmann, Horst, Kathleen Hurson and Darlene Russ-Eft. *Everyone a Leader: A Grassroots Model for the New Workplace*. New York: John Wiley and Sons, 1999.

Callahan, Kennon. *Effective Church Leadership: Building on the Twelve Keys*. San Francisco: HarperCollins, 1990.

Ford, Leighton. *Transforming Leadership: Jesus' Way of Creating Vision, Shaping Values and Empowering Change*. Downers Grove: InterVarsity, 1991.

Herrington, Jim, Mike Bonem, and James H. Furr. *Leading Congregational Change: A Practical Guide for the Transformational Journey*. San Francisco: Jossey-Bass, 2000.

2. Based upon the course discussions and the pre- and post-session reading, write a 10-12-page paper integrating the three major aspects of the course into your life and ministry. This is a personal integrative reflection paper, not a research project. The intent of this paper is to demonstrate your mastery of the course materials. Since this is a reflection paper, it should not contain extended quotations from the course instructors or reading assignments. The instructors expect you to synthesize the course materials in your own words. You may use short quotes (10 or less words), if needed, to reinforce your own reflection, but there should never be more than two quotes per page. It is not necessary to footnote these quotations. Use a parenthetical citation of the author and the page number, e.g. (Willard, 130).
3. Develop a practical ministry project (12-15 pages) that focuses upon the integration of the three major aspects of the course into a leadership development program. Your goal is to produce a product that will be useable and/or adaptable for your ministry context. You should demonstrate the ways that you intend to use the course materials as resources for developing and implementing this project.

**DUE: All post-session assignments must be e-mailed, submitted, or postmarked no later than Saturday, August 14, 2006.**

**Submit Assignments to:**     **AGTS**  
  **ATTN: Dr. Randy C. Walls**  
  **1435 N. Glenstone Avenue**  
  **Springfield, MO 65802**  
  [rwalls@agts.edu](mailto:rwalls@agts.edu)

NOTE: A change of grade fee (\$30.00) will be assessed on all work submitted past the postmark date, even when a professor has granted an extension. Late work will also be penalized at the discretion of the professor even if an extension is granted.

### **GRADING PROCEDURE**

Pre- & Post-session Reading	25%
Course Integration Paper	35%
Leadership Development Project	40%

### **SPECIFIC DATA**

Syllabus revised by Randy C. Walls, D.Min., March 2006.