

**ASSEMBLIES OF GOD THEOLOGICAL SEMINARY**  
**PTH/MHT 555 Emotional and Spiritual Formation of the Leader**  
**Monday, 8:00 – 10:45 a.m.**

Fall 2009 3 credit hours

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**COURSE SYLLABUS**

**COURSE DESCRIPTION**

This course leads students through a journey of discovery of their personal emotional and spiritual condition, and understanding the impact of their personal development on ministry effectiveness. Attention will be given to the cultural, familial, intra-psychic and spiritual dynamics that serve to forge one's sense of self and others. Students will explore a variety of avenues capable of facilitating holistic, intentional, and ongoing personal and spiritual growth. The strategies used in this course serve as a starting point from which leaders can tangibly assist others in experiencing authentic transformation.

**COURSE OBJECTIVES**

The objectives of this course are stated behaviorally and are built around personal introspective reflection. Thus, upon successful completion of the course the student should be able to:

1. Gain a healthy self-awareness and sense of responsibility for one's personal emotional and spiritual growth;
2. Define what is meant by the terms: spiritual transformation, spiritual disciplines and virtues;
3. Define what is meant by the terms: self, self-concept, identity, and personhood, sense of self, self-understanding, congruence, personality, temperament, identity status, authenticity, intra-psychic and inter-psychic;
4. Discuss how issues of a person's identity, personhood, and relation to the Creator are of fundamental importance in ministry;
5. Examine the qualities of a mature personality and the meaning of a "solid sense of self";
6. Identify what distinguishes healthy personality functioning from immature personality development;
7. Describe the role of temperament, biological predispositions and social environment in the development of personality;
8. Demonstrate an awareness of patterns that may foster workaholism, codependency, adrenaline addiction, infidelity, greed, abuse of power, and other destructive behaviors;
9. Explain the integration, importance and interplay of wholeness and holiness;
10. Assess one's personal emotional and spiritual growth state, including obstacles which may impede personal growth and ministry, through the utilization of thoughtful introspection, empirical inventories, Appreciative Inquiry, input from significant others, and sensitivity to the guiding of the Spirit;
11. Compose a personal growth plan to *BE* a person who is worthy of being emulated by others,

- whose integrity and personal development imparts credibility to his/her ministry, and that will facilitate ongoing emotional and spiritual growth;
12. Evaluate the impact of critical formative events (personal and family relational history, personal development, and life experiences) on one's theological outlook, psychological functioning, and effectiveness as a person;
  13. Summarize one's own personality, emotional and spiritual development and implications for their role as a Christian leader
  14. Contextualize the strategies employed for personal development to leading others toward intra- and interpersonal development and/or spiritual growth in various ministry contexts.

### **REQUIRED TEXTBOOKS**

Boa, Kenneth. *Conformed to His Image: Biblical and Practical Approaches to Spiritual Formation*. Grand Rapids: Zondervan, 2001.

McIntosh, G.L. & Rima, S. D.(1997). *Overcoming the Dark Side of Leadership: The Paradox of Personal Dysfunction*. Grand Rapids, MI: Baker Books.

McNeal. R. (2000). *A Work of Heart: Understanding How God Shapes Spiritual Leaders*. San Francisco: Jossey-Bass Publishers.

Manning, B & Hancock, J.H. (2003). *Posers, Fakers, and Wannabes: Unmasking the Real You*. Colorado Springs: NavPress.

Costa, Jr., P.T. & McCrae, R.R. NEO Personality Inventory-Revised (NEO PI-R™). **Purchase through the AGTS bookstore.**

### **METHODOLOGY**

This course will utilize a wide variety of learning methods including lecture, class discussion, small groups, readings, and implementation of student growth plans. While the course will have a strong cognitive component, it is intended to be a personal experience in the personal and spiritual growth process.

### **EXPECTATIONS:**

1. *Class attendance:* Due to the collaborative and interactive nature of this course, consistent attendance is essential. Unexcused absences will influence the course grade.
2. *Active participation:* During this course, you will be invited to self-examine and self-disclose. The goal is that our learning should not be compartmentalized in the intellectual corner of our lives. We will attempt to establish a collaborative environment in which you will be invited to share openly with your peers from your own experience and your own developing theoretical perspectives. The efficacy of this learning experience, therefore, will directly depend upon your honesty, openness and respect for your peers.

3. *On-time assignments:* Course work is due at the assigned time unless prior arrangements have been made.
4. *Masters-level work:* All written work is expected to be master's level quality. Grades will be assigned on the basis of overall presentation of material and adherence to requirements which demonstrates an ability to write at the graduate level. Poor spelling and grammar reflect a lack of reflection and student respect for one's own work as well as the professor. Therefore, you will be graded on writing style as well as content, so be sure your papers are well-written and edited. All work should be double spaced, size 12 Times New Roman font, and right margin justified only. Papers should not exceed the page number listed in the assignment. Papers will be expected to be the original work of the student and to be properly documented. Adherence APA or Turabian style is required. Papers must show evidence that objectives stated in the syllabus have been met.
5. *Academic integrity:* Any form of academic dishonesty, including plagiarism, will not be tolerated.

### **COURSE REQUIREMENTS**

1. *Class Attendance:* Students are expected to attend class regularly, and be active participants in class discussions, activities, etc. This includes the community chapel session on November 16. Points are deducted for missed class sessions. In accordance with school policy, a student cannot pass the course if they miss more than two class sessions.
2. *Reading of Textbooks:* Read the four required texts in their entirety and additional supplemental readings as assigned. Note: It is a violation of academic policy to read books previously read for academic credit. Substitutions can be made from the recommended reading list or in consultation with the professor.
3. *Reflective Reading Reports:* For each textbook read, prepare a one page "Reflective Reading Report." The purpose is not to be a critical book review or summary of the book's main points, but to evaluate the book's contribution to your life. The reading is intended to provide a pathway to deeper self-awareness and reflection and to track emerging themes in your development as a person. You should write autobiographically by including specific experiences or areas of your life in your reflections. Reading reflections should include the following:
  - State what percentage of book you have read
  - Identify the author's thesis or purpose for writing in one succinct statement
  - Discuss one specific insight from the book that was most significant or helpful for you personally, and why.

The reading reports are due as follows:

- |   |                          |
|---|--------------------------|
| • Boa. <i>Conformed to His Image</i>                    | <b>Due: September 21</b> |
| • McNeal. <i>A Work of Heart</i>                        | <b>Due: October 12</b>   |
| • McIntosh/Rima. <i>Overcoming the Dark Side</i>        | <b>Due: October 26</b>   |
| • Manning/ Hancock. <i>Posers, Fakers, and Wannabes</i> | <b>Due: November 9</b>   |

4. *Small Group Participation.* Each student will be assigned to a small group. These groups will meet occasionally during a portion of the class time. The groups will serve as peer accountability groups to encourage each other in their personal development (a crucial function of the body of Christ and this course). Small group grading assessment will be made by group members based on a combination of attendance and involvement.
5. *Personal Story Map.* Create a personal “map” of your life—an emotional/psychological/spiritual map. Include your own spiritual/emotional experiences which stand out as formative experiences in the development of who you are. Look for themes--significant events and formative experiences. (This can be in allegory, poetry, prose, diagram, time-lines, video, etc. Be creative!) **Due September 28.**
6. *Battery of Self-assessment tools:* Student will complete a variety of self-assessment resources including the NEO Assessment Test, and a battery of assessments located at [www.assess-yourself.org](http://www.assess-yourself.org). The purpose of these tools is to assist the student in assessing and reflecting upon their current personal and spiritual development, as well as provide a resource for preparing their personal growth plans and integrative reflection papers.
7. *Personal “Barrier to Break” Growth Plan:* The purpose of this assignment is to be intentional and proactive in creating a practical strategy to assist you in your personal growth process. Student will develop a personal growth plan consisting of two sections:

#### Part 1: Personal Assessment and Introspective Reflection

Your personal growth plan should flow from intentional reflection on various resources designed to assist you in honest evaluation of your personal development. Provide a brief summary of your personal reflection process. Include items such as the following:

- Reflection on NEO assessment results
- Reflection on [www.assess-yourself.org](http://www.assess-yourself.org) results
- Reflection on personal story map exercise
- Input from significant others or class small group. (Seek outside input to catch any blind spots and obtain helpful ideas/suggestions for growth goals and steps.)
- Insights/challenges gleaned from course textbooks read to this point
- Prayer/guidance of the Spirit (Do you sense God's prompting in certain areas?)

#### Part 2: Identification of Personal Growth Barrier

Identify a specific concept or trait that you realize is a barrier to your intra-psychic, interpersonal development and/or spiritual growth. A barrier might be an issue such as stress, fear, anger, conflict resolution, pornography, abuse (being defiled in some way), lack of joy, patience, unforgiveness, etc. Prayerfully seek out pertinent resources and research ways to ameliorate that barrier.

#### Part 3: Personal Growth Plan

Develop a specific plan (with tangible and realistic action steps) that you will follow to address this barrier in your life. This may include studying or memorizing relevant scriptures, reading specific books, doing various exercises or activities, meeting with an accountability partner,

implementing a spiritual discipline, attending a seminar, etc. Each student will carry out his or her personal growth plan for the remainder of the semester. Submit a two page paper identifying your barrier and discussing your strategy for your own growth. **Growth plans due: October 5.**

8. *Maintain a Personal Journal:* Personal reflection about yourself as a person—and your growth journey—is expected on a weekly basis. The focus of this journaling is about your formation on your emotional and spiritual pilgrimage. The purpose is to integrate *who* you are with the learning process and your faith. Journaling should reflect on your progress in addressing the barrier in your growth plan. Students should have at least one page of meaningful reflection each week (for 12 weeks), and it must be typed or printed neatly in a journal. **Journal due: November 23.**
9. *Personal Integrative Reflection Paper:* Students will prepare an 7-8 page integrative paper reflecting on their personal development journey. This is a summative personal application paper in which one attempts to integrate their identity, faith experience, psychological development, spiritual development and life experiences.

Student is to engage in a self-assessment which addresses the following areas:

Part 1: My Growth Journey to this Point (Reflection on Factors Influencing Who I am)

*Discuss your present personal and spiritual formation, including discuss strengths, areas to improve and limitations.*

- Influence of family-of-origin dynamics
- Emotional well-being and ways of coping with stress
- Physical well-being and ways of coping
- Spiritual development journey

Part 2: My Growth Journey this Semester

- Experience this semester in personal self-discovery
- Effectiveness in carrying out personal growth plan

Part 3: Projections for My Ongoing Growth Journey

*In light of this semester's experience, where will you go from here?*

- Projections for ongoing personal development
- Projections for ongoing spiritual development

**Integrative reflection paper is due November 23.**

10. *Final Examination:* The final exam is designed to assess mastery level in regards to application of course content. The exam will include ministry case studies of individuals coming to you to assist them in their personal and spiritual development. Student should demonstrate that they can integrate course content and apply it in leading others in a personal growth journey. Specifics of the exam will be discussed in class. The **final exam will be given December 14.**

**GRADING PROCEDURE**

	<i>Points</i>	<i>Percentage</i>
Class Attendance and Small Group Participation	100	10%
Reading and Reading Reports (50 points each)	200	20%
Personal Story Map	100	10%
Personal Growth Plan	100	10%
Journal Reflection	200	20%
Personal Integrative Reflection Paper	200	20%
Final Exam	<u>100</u>	<u>10%</u>
	1000	100%

*Note: Late work will be penalized.*

**SPECIAL NEEDS**

Students with disabilities may request special accommodation. Please contact the Student Life Office, by the second week of class in order to receive special accommodations.

**CHEATING AND PLAGIARISM POLICY**

Academic Integrity: Students are expected to follow guidelines of the American Psychological Association Publication Manual (APA). Any material other than one's that is used in a paper must be cited in order to avoid the plagiarism of another's work. Plagiarism is grounds for a grade of **F**. The student will be referred to the Dean for further disciplinary action.

**CELL PHONE POLICY**

**Please turn off cell phones before the beginning of class.** Leaving class to answer a call disrupts the class and distracts from your classroom participation. Arrangements for your personal communication need to be made before or after class and not during class. Please do not talk on the phone during class.

**SPECIFIC DATA**

Prepared by: Jay Taylor, D.Min., and Melody Palm, Psy.D., July, 2009.

**\*\*Professors reserve the right to modify the course requirements if necessary.**

**SELECT BIBLIOGRAPHY****Personal Development Suggested Reading**

Allender, D.B., & Longman, T., III (1994). *Cry of the Soul: How our emotions reveal our deepest questions about God*. Colorado Springs, CO: Navpress.

Beck, J.R. & Demarest, B. (2005). *The Human Person in Theology and Psychology. A Biblical Anthropology for the Twenty-First Century*. Grand Rapids, MI: Kregel Academic & Professional.

Bonhoeffer, D. (1938/1954). *Life Together*. (J.W. Doberstein, Trans.) San Francisco: Harper San Francisco. (Original work published 1938)

Cooper-White, P. (2004). *Shared Wisdom: Use of Self in Pastoral Care and Counseling*. Minneapolis, MN: Fortress.

Groeschel, B. J. (1992). *Spiritual Passages: The Psychology of Spiritual Development*. New York: Crossroad.

Manning, B & Hancock, J.H. (2003). *Posers, Fakers, and Wannabes: Unmasking the Real You*. Colorado Springs: NavPress.

Nouwen, H.J.M. (1981). *The Way of the Heart: Desert Spirituality and Contemporary Ministry*. New York: Seabury.

Seligman, M.E.P. (2002). *Authentic Happiness*. New York: Free Press.

Shults, F.L., & Sandage, S.J. (2006). *Transforming Spirituality: Integrating theology and Psychology*. Grand Rapids, MI: Baker Academic.

Sisk, R. D. (2005). *The Competent Pastor: Skills and Self-Knowledge for Serving Well*. Herndon, Virginia: The Alban Institute.

**Spiritual Development**

a' Kempis, Thomas. *The Imitation of Christ*. Westwood, NJ: Fleming H. Revell, 1963.

Abbott, Maureen, and Joseph M. Doyle. *With Love Beyond All Telling: A Biblical Approach to Adult Spiritual Formation*. New York: Paulist Press, 1991.

Ackerman, John. *Spiritual Awakening: A Guide to Spiritual Life in Congregations*. Bethesda, MD: Alban Institute, 1994.

Alexander, Scott W. *Everyday Spiritual Practice: Simple Pathways for Enriching Your Life*. Boston, Mass.: Skinner House Books, 1999.

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- Boa, Kenneth. *That I May Know God: Pathways to Spiritual Formation*. Sisters, Or.: Multnomah Publishers, 1998.
- Beihl, Bobb. *Mentoring*. Nashville: Broadman & Holman, 1996.
- Bonhoeffer, Dietrich. *The Cost of Discipleship*. Riverside, NJ: Macmillan, 1967.
- Bounds, E.M. *Power Through Prayer*. Grand Rapids: Baker Book House, 1972.
- Brother Lawrence [Nicholas Herman]. *The Practice of the Presence of God*. Grand Rapids: Baker Book House, 1975.
- Caldwell, John. *Intimacy with God: Christian Disciplines for Spiritual Growth*. Joplin, MO: College Press, 1992.
- Carfagna, Rosemarie. *Divine Designs: Exercises for Spiritual Growth*. Kansas City, MO: Sheed & Ward, 1996.
- Cetuk, Virginia Samuel. *What to Expect in Seminary: Theological Education as Spiritual Formation*. Nashville: Abingdon Press, 1998.
- Clinton, J. Robert. *The Making of a Leader*. Colorado Springs: NavPress, 1988.
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- Deere, Jack. *Surprised by the Spirit*. Grand Rapids: Zondervan, 1993.
- Drury, Keith W. *Spiritual Disciplines for Ordinary People*. Grand Rapids, Mich.: Zondervan, 1991.
- Dunnam, Maxie D. *Alive in Christ: The Dynamic Process of Spiritual Formation*. Nashville: Abingdon, 1982.
- du Plessis, David. *Simple and Profound*. Orleans, MA: Paraclete Press, 1986.
- Edwards, Tilden. *Spiritual Friend*. New York: Paulist Press, 1980.
- Foster, Richard J. *Celebration of Discipline*. Rev. ed. New York: Harper & Row, 1988.
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- Fulton, Charles B. *Reflections on the Run: 100 Meditations on Faith, Growth, & Commitment*. Wheaton, Ill.: H. Shaw, 1994.
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#### **SPECIFIC DATA**

Prepared by Jay Taylor, November 2005.