

Assemblies of God Theological Seminary
MHT 635 PENTECOSTAL THEOLOGY OF LEADERSHIP DEVELOPMENT
COURSE SYLLABUS

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Springfield, MO

COURSE DESCRIPTION

An examination of theological issues related to indigenous church leadership development from a Pentecostal perspective with special attention to spiritual formation, moral issues and social/organizational structures in a missional context.

COURSE OBJECTIVES

At the end of this course, the student should be able to:

1. Recognize the relationship between spiritual and corporate disciplines, spiritual formation and the core competencies of the missional leader.
2. Identify the unique role of the local church in leadership formation.
3. Articulate a missions philosophy and praxis founded on the principles of the Indigenous Church
4. Explain the unique contribution of Pentecostal missiology to leadership development theory and practice and its understanding of the role of the Holy Spirit in the missionary task.
5. Discern the activity of the Holy Spirit in calling and empowering missional leadership.
6. Recognize the impact of social/organizational structures on the leader's ability to fulfill divine direction both personally and corporately.
7. Develop a personal theology of leadership development.

TEXTBOOKS

Required textbooks:

Creps, Earl. *Off-Road Disciplines: Spiritual Adventures of Missional Leaders*. San Francisco, CA: Jossey-Bass, 2006. **ISBN-10:** 0787985201, **ISBN-13:** 978-0787985202

Dempster, Murray W., Byron D. Klaus, and Douglas Petersen, eds. *Called and Empowered: Global Mission in Pentecostal Perspective*. **ISBN-10:** 0943575478, **ISBN-13:** 978-0943575476
Peabody, MA: Hendrickson Publishers, 1991

Edwards, Gene. *The Tale of Three Kings: A Study in Brokenness*. Carol Stream, IL: Tyndale House Publishers, Inc.1992. **ISBN-10:** 0842369082, **ISBN-13:** 978-0842369084

Gibbs, Eddie. *LeadershipNext: Changing Leaders in Changing Culture*. Downers Grove, IL: InterVarsity Press, 2005. **ISBN-10:** 0830832831, **ISBN-13:** 978-0830832835

Hodges, Melvin L. *The Indigenous Church including the Indigenous Church and the Missionary*. rev. ed. Springfield, MO: Gospel Publishing House, 2009. **ISBN-10:** 0882438107, **ISBN-13:** 978-0882438108

Shawchuck, Norman. [*What It Means to Be a Church Leader: A Biblical Point of View*](#). Leith, ND: Spiritual Growth Resources, 1984. **ISBN-10:** 0938180134, **ISBN-13:** 978-0938180135
(Consult professor for acquisition)

NOTE: IF PARTICIPANT HAS READ ANY OF THE REQUIRED TEXTS FOR CREDIT IN ANOTHER CLASS, PLEASE SUBSTITUTE ANOTHER BOOK FROM THE LIST BELOW.

Recommended Substitutes:

Anderson, Ray S., ed. [*Theological Foundations for Ministry: Selected Readings for a Theology of the Church in Ministry*](#). London, UK: T & T Clarke Publishers, 1999. **ISBN-10:** 0567223558, **ISBN-13:** 978-0567223555 788 pp.

Anderson, Ray S. [*Minding God's Business*](#). Eugene, OR: Wipf and Stock Publishers Company, 2008. **ISBN-10:** 1606082191, **ISBN-13:** 978-1606082195 Print 166 pp.

_____. [*Ministry on the Fireline: A Practical Theology for an Empowered Church*](#). Pasadena, CA: Fuller Seminary Press, 1993. **ISBN-10:** 0960263888, **ISBN-13:** 978-0960263882 \$20.00 Print 235 pp.

_____. [*The Soul of the Ministry: Forming Leaders for God's People*](#). Louisville, KY: Westminster John Knox Press, 1997. **ISBN-10:** 0664257445, **ISBN-13:** 978-0664257446 \$29.95 Print 280 pp.

Clinton, J. Robert. [*The Making of a Leader*](#). Colorado Springs, CO: NavPress, 1988. **ISBN-10:** 0891091920, **ISBN-13:** 978-0891091929 \$15.99 Print 272 pp.

Elliston, Edgar J. [*Home Grown Leaders*](#) Pasadena, CA: William Carey Library, 1992. **ISBN-10:** 0878082360, **ISBN-13:** 978-0878082360 \$20.00 Print 181 pp.

Engel, James F., and William A. Dyrness. [*Changing the Mind of Missions: Where Have We Gone Wrong?*](#) Downers Grove, IL: InterVarsity Press, 2000. **ISBN-10:** 0830822399, **ISBN-13:** 978-0830822393 \$15.00 Print 192 pp.

Foster, Richard J. [*Money, Sex and Power: The Challenge of the Disciplined Life*](#). London, UK: Hodder & Stoughton Ltd, 1999. **ISBN-10:** 0340756233, **ISBN-13:** 978-0340756232 \$37.99 Print 272 pp.

Gibbs, Eddie. [*ChurchNext: Quantum Changes in How We Do Ministry*](#). Downers Grove, IL: InterVarsity Press, 2000. **ISBN-10:** 0830822615, **ISBN-13:** 978-0830822614 \$16.00 Print 252 pp.

Greenleaf, Robert K. [*Servant Leadership: A Journey into the Nature of Legitimate Power and Greatness*](#). Ramsey, NJ: Paulist Press, 1977. **ISBN-10:** 080910220X, **ISBN-13:** 978-0809102204 \$32.98 Print 335 pp.

Hodges, Melvin L. A *[Theology of the Church and Its Mission: A Pentecostal Perspective](#)*.
Springfield, MO: Gospel Publishing House, 1977. **ISBN-10:** 0882436058, **ISBN-13:** 978-
0882436050 \$15.00 Print, 185 pp.

Shawchuck, Norman, and Roger Heuser. *[Leading the Congregation: Caring for Yourself While Serving the People](#)*. Nashville, TN: Abingdon Press, 1993. **ISBN-10:** 0687084202, **ISBN-13:** 978-0687084203 \$28.50 Print 339 pp.

_____. *[Managing the Congregation: Building Effective Systems to Serve People](#)*. Nashville, TN: Abingdon Press, 1996. **ISBN-10:** 0687088984, **ISBN-13:** 978-0687088980 \$30.50 Print 388 pp.

Taylor, William D., ed. *[Global Missiology for the 21st Century: The Iguassu Dialogue](#)*. Grand Rapids, MI: Baker Book House Company, 2000. **ISBN-10:** 0801022592, **ISBN-13:** 978-0801022593 \$45.00 Print 576 pp.

Van Engen, Charles. *[God's Missionary People: Rethinking the Purpose of the Local Church](#)*. Grand Rapids, MI: Baker Book House, 1991. **ISBN-10:** 0801093112, **ISBN-13:** 978-0801093111 \$22.00 Print 224 pp.

BASIC OUTLINE (subject to change)

Introduction

A Theology of Pentecostal Leadership

The Development of Pentecostal Leadership in Diverse Contexts

Leadership Development Assemblies of God Missiology

The Priority of the Local Church in Developing Missional Leaders

Call and Empowerment in AG Missiology

Organizational Structures and Pentecostal Leadership

METHODOLOGY

Lectures, discussion, video presentation(s), case studies, book reviews, interviews.

COURSE REQUIREMENTS

1. Faithful attendance to class (as per the Student Handbook) and participation in discussions/groups.
2. Reading of the required textbooks. A report form provided by the professor must be completed and submitted for each text. Download form from the student portal or cut and paste from addendum one. (**Creps Due Jan. 15; Gibbs Due Jan. 22; Edwards Due Feb. 5; Shawchuck, Due Feb. 12; Hodges, Due Feb. 19; Dempster, Due March 5.**)
3. Prepare a book report form for a missionary biography. Download form from the student portal or cut and paste from addendum one. **Due April 2.**
4. Utilizing the "Model for Ministry Reflection" examine a ministry leadership event in your own life and articulate a contextual theology which addresses the event (i.e. articulate the "mind of Christ" for the ministry event). (7-10 pp.) **Due April 9.**

5. Successful completion of the comprehensive final examination. Based on class notes and the assigned reading, articulate a Pentecostal theology of leadership development which includes an examination of the spiritual and corporate disciplines, organizational structures, the indigenous church, call and empowerment, the role of the local church and Pentecostal distinctives, include a personal reflection on your own call, empowerment and leadership experience- past, present and future. (7-10 pp.) **Due April 23.**

Both the ministry reflection paper and the comprehensive examination should be double spaced, 12 point font size and in accordance with Turabian Style or APA formatting.

***See Addendum Two for the “AGTS (GMD) Rubric for the Evaluation of the Quality of Student Writing” (The rubric which will be used for the grading of your papers) and Addendum Three for “Tips for Writing Better Papers.”**

****All work must be submitted electronically as Word Document attachments to Valerie Rance at AGTS by e-mail (vrance@agts.edu). PLEASE INCLUDE YOUR LAST NAME AS THE FIRST WORD IN THE FILE NAME.** It is recommended that you submit the work as you complete it to avoid the accumulation of work (and stress) at deadline dates. If you have any questions or concerns, please do not hesitate to ask.

Students with Disabilities: If you anticipate the need for reasonable accommodations to meet the requirements of this course, you must register with the Office of Student Services. Contact Student Services, 1435 N. Glenstone Ave, Springfield, MO, 65802, (417) 286-1081 or email: studentservices@agts.edu. Students are required to provide documentation of disability to Student Services prior to receiving accommodations.

Non-Discriminatory Language. All AGTS students, employees, and faculty members are urged to use non-discriminatory language in both verbal and written communication at the Seminary. While AGTS does not endorse the following websites, they provide more information on non-discriminatory language:

General Principles: http://www.randomhouse.com/words/language/avoid_guide.html

Gender: <http://owl.english.purdue.edu/workshops/hypertext/apa/gender.html>

Racial and Ethnic Identity: <http://www.apastyle.org/race.html>.

Disabilities: <http://www.apastyle.org/disabilities.html>.

Age Discrimination: http://www.randomhouse.com/words/language/avoid_guide.html

GRADING PROCEDURE

- | | | |
|--|-----|---------------------|
| 1. Class participation | 10% | |
| 2. Book review forms of textbooks (6 @ 5%) | 30% | |
| Creps Due Jan. 15; Gibbs, Due Jan. 22;
Edwards, Due Feb. 5; Shawchuck, Due Feb. 12;
Hodges , Due Feb. 19; Dempster, Due March 5 | | |
| 3. Book review form of a missionary biography | 10% | Due April 2 |
| 4. Theological reflection paper | 20% | Due April 9 |
| 5. Comprehensive final examination | 30% | Due April 25 |

***NOTE: Professor reserves the right to modify course requirements and grading percentages if deemed necessary.**

GRADING SCALE

A+ (10)		A (96)	100-94	A- (93)	93-90
B+ (89)	89-87	B (86)	86-84	B- (83)	83-80
C+ (79)	79-77	C (76)	76-74	C- (73)	73-70
D+ (69)	69-67	D (66)	66-64	D- (63)	63-60
F	59 or below				

BIBLIOGRAPHY

See the extensive bibliography available on the Intercultural Doctoral Studies website.

LEARNING OUTCOMES OF THE GLOBAL MISSIONS DEPARTMENT

The specific learning outcomes for the programs of the Global Missions Department at AGTS include that the student will be able to:

1. make decisions, live and serve according to revealed truth and the will of God
2. develop biblical theology of missions which addresses the contemporary missional context
3. utilize the tools of the social sciences to develop a plan to communicate the gospel in word and deed to persons of another culture
4. facilitate the ongoing process of contextualization as missional leaders and communities of faith in specific settings
5. articulate a Spirit driven missiology and praxis
6. identify, exemplify and foment biblical leadership

SPECIFIC DATA

Prepared by DeLonn Rance, September 17, 2009.

ADDENDUM 1
Reading Report Form
(This form can be found on the AGTS Portal in Word format)

Highlight and copy the following report form and paste into a new Word Document. From the drop down menu click “Save As.” At the prompt for “File Name” Type your last name, Course Title and the Book Title or Author’s last name (e.g. Doe John- Pentecostal Theology of Leadership Dev - Book Report for Hodges).

Fill in this report form on one page (1 ½ page maximum) using single spaced Times New Roman 12 pt. font. The report will be graded according to the following scale Credit, Marginal/credit or No Credit. A report graded as marginal will be given credit, but serves as a warning. Subsequent reports will be monitored closely for improvement. If there is no improvement, a grade of No Credit will be given.

Copy from this point forward to the end of Addendum 1:

MHT 635 Pentecostal Theology of Leadership Development
Reading Report Form for (insert here the author and title of book)

1. The major thesis of this book is:

2. List three significant missiological contributions related to a theology of leadership development presented by the book:
 - a.

 - b.

 - c.

3. Quote what you consider the most significant or impacting citation (include page number):

4. Describe why this citation is significant.

5. Would you recommend this book? Why?

6. I have read _____ (#) pages of this book.

For office use only:

Grade to be recorded:

_____ Credit _____ Marginal/credit _____ No Credit

ADDENDUM 2

**AGTS (GMD) RUBRIC FOR THE EVALUATION
 OF THE QUALITY OF STUDENT WRITING**

The quality of a student’s writing will be assessed using the following rubric. Each element will be assessed on a 5-point scale where 5 represents superior work, adequate for publishing. A score of 1 would signify that the work requires significant re-writing and a score of 3 reflects adequate, passable quality.

	5	4	3	2	1
A. TOPIC SELECTION/RATIONALE FOR STUDY 10%					
1. The student gives a clear, cogent rationale for the choice of the subject 2%					
2. The chosen topic is important (worthy of study), relevant, and/or serves to contribute to the knowledge in the field 2%					
3. The research and/or content goals are clearly stated (what data or information they intend to acquire) 2%					
4. There’s evidence that the student has read widely enough to identify the major issues 2%					
5. The student understands the issues and is able to critically reflect on their relevance to the chosen topic 2%					
B. RESEARCH DEVELOPMENT AND ORGANIZATION OF THE TOPIC 40%					
1. The student has chosen a research methodology that is adequate to the stated goals of the study 10%					
2. The outline and content of the paper reveals that the investigation of the topic is comprehensive and covers the topic adequately 20%					
3. The outline of the paper is coherent and provides a logical development from concept to concept 10%					
C. CRITICAL THINKING SKILLS 30%					
1. The student has engaged a broad spectrum of views related to the chosen topic 10%					
2. The student demonstrates an ability to critically assess the strengths and weaknesses of differing views or positions 10%					
3. The student shows evidence of independent thinking which evaluates objectively differing views or positions before declaring their own position 10%					
D. BASIC WRITING SKILLS 20%					
1. The paper is mechanically sound in terms of word usage and selection, spelling, punctuation, capitalization, syntax and grammar 5%					
2. The appropriate style format was used (Turabian or APA) 5%					
3. The writing style is clear, straightforward, and easily understood 5%					
4. The development of thought is aided by well-constructed paragraphs, transitional sentences and summations that facilitate the flow of thought 5%					

ADDENDUM 3

TIPS FOR WRITING BETTER PAPERS

*The principles below should be applied to the preparation of the papers.

TRUISMS

1. Reading and re-reading the instructions aid in the preparation of superior papers.
2. A good research paper requires hard work. Within five minutes or less of reading a paper, a professor can spot poor work.
3. Writing skills improve with more writing; there are no shortcuts.

WHAT PROFESSORS EXPECT IN RESEARCH PAPERS

1. Solid research in *primary sources*
2. Familiarity and interaction with *secondary sources*
3. Logical organization
4. Original analytical reflection
5. Integrity in writing
6. Consistency in following the designated style manual (e.g., APA, Turabian, etc.)

WHAT STUDENTS EXPECT OF PROFESSORS

1. Clear instructions about the nature of the paper
2. Explanation of research methodology for the particular area of study
3. A clear rationale for the grade should be provided through comments written on the paper
4. The weight of the grade based first on the content of the paper, secondly on the mechanics.
NOTE: This does not minimize the problem of mechanical errors, typos, etc., because they interfere with the logical argumentation of the paper. If the number of mechanical problems and typos on a paper exceed the number of pages, the grade will likely be reduced by one grade point. This represents a fair approach to grading. If more than one mistake on the average appears on a page, then the paper has been poorly prepared both mechanically *and analytically*.

GUIDELINES:

1. Before writing, prepare a detailed outline of what you intend to address; this will prevent rambling and guarantee logical development.
2. Somewhere on the first page, a clear statement of purpose needs to be given, one that explains the nature of the paper and what it intends to achieve. The conclusion should then link closely with the statement of purpose.
3. Write in good written, not spoken English. All sentences should be complete and coherent. Most people, especially preachers, write like they talk. (Of course, profs remain immune to such temptations!) This means that redundancies will inevitably appear in the text. While repetition and alliteration may be effective in the pulpit, such devices can be unnecessary and distracting in print. Avoid constant repetitions of proper names (use pronouns), expressions, etc. Also, use adjectives, adverbs and emphasis words (such as “very”) sparingly.
4. After completing the first draft, look carefully through the paper and eliminate unnecessary sentences; continue this approach with later drafts. “What?” you ask, “more than one draft?”
5. Keep a sharp eye on paragraph development. The topic presented in the opening sentence must govern what follows. If a paragraph becomes a collection of several unrelated thoughts

- (e.g., the last sentence has no connection to the opening sentence), then the logical argumentation has broken down. Furthermore, make certain that the paragraph properly fits into the development of the section.
6. Following the introduction of a person's name (e.g., Harry Jones), only use their last name and/or pronouns afterward. Do not use the person's first name in subsequent references; this would imply that you are a personal friend of the person cited.
 7. Minimize the use of verbs of being: am, is, are, were, and being. They are are are usually overworked. Regular active verbs make stronger sentences.
 8. If in doubt about a long sentence construction, break into two or more sentences.
 9. How should you refer to yourself in the paper? I suggest the occasional use of the pronoun "I." Referring to yourself as "this writer" or "this author" or "he or she who scribeth this paper" appears awkward in my estimation. At the same time, avoid using the first person plural ("we," "us," "our") and the second person singular and plural ("you"). Refer to others in the third person singular or plural. Consistency avoids confusion and keeps the reader on course.
 10. Use direct quotations sparingly. A direct quotation should only be used when a source says something of such importance that the reader would be deprived by not being aware of it. ***The frequent use of direct quotations and especially block quotations indicates that the writer has not adequately digested the material; long or frequent quotations then serve as "stuffers" in the text.***
 11. Documentation: How many references numbers should be used? How many sources listed in a bibliography? Arbitrary numbers for these questions represent an artificial methodology, irrelevant at the graduate level. Review the rationale for references. Use the best sources, the number of which will vary with any given paper.
 12. The bibliography should be strongly represented in the references notes. Avoid "stuffing" the bibliography with little used resources.
 12. Beware of plagiarism. A safe rule of thumb is that only three to five words from a source may be used without quotation marks and a reference number. Plagiarism is the theft of resources written by other people.
 13. Use headings, as well as sub-headings (if necessary). Do not use "chapters"; those would be for theses and dissertations.
 14. Proofread the paper carefully and by all means use a spell-check. Have someone else—"THE HONEST FRIEND"—or several people read the paper to look for typos, mechanical errors, and especially for clarity and logical development. Learn from their suggestions, but don't accept them uncritically.
 15. THOU SHALT NOT (1) justify the right margin; (2) use large or very small fonts.
 16. Gender inclusive language should always be used except when referring to the members of the Trinity.