

APPLIED SKILLS FOR MINISTRY STAFF

SYLLABUS

I. COURSE DESCRIPTION

From writing a resumé to candidating at a church to directing a ministry, this course is designed to maximize ministry effectiveness for first year associate ministers. To that end, this course will focus on key spiritual, family, leadership, and professional roles. Key program issues will also focus on recruiting, training, and working with professional staff. Generic associate minister responsibilities such as conducting weddings, funerals and baptismal services, camping, hospital visitation and homeless ministry will be discussed and simulated.

II. COURSE OBJECTIVES

A. Cognitive

1. The student will report his/her interaction with the assigned textbooks and collateral reading.
2. The student will produce a professional quality resume for candidating purposes.
3. The student will develop and set 1, 3, and 5 year goals for his/her future ministry.
4. The student will present a solid basis for the adoption of a new church program and persuade a mock church board to approve it.

B. Affective

1. The student will experience various ministry demonstrations through field trips.
2. The student will begin to appreciate a team approach to ministry.
3. The student will learn to value the different ways God uses His servants in ministry.

III. COURSE TEXTBOOKS

A. Required

Bonem, Mike. *Thriving in the Second Chair: Ten Practices for Robust Ministry*. Nashville: Abingdon Press, 2016. (162 p)

Fagerstrom, Douglas L. *The Ministry Staff Member*. Grand Rapids, MI: Zondervan, 2006. (300 p)

Scroggins, Clay. *How to Lead When You're Not in Charge: Leveraging Influence When You Lack Authority*. Grand Rapids: Zondervan, 2017. (230 p)

Shelley, Marshall. *Ministering to Problem People in the Church: What to do with Well-Intentioned Dragons*. Grand Rapids: Bethany House Publishers, 2013. (205 p)

B. Suggested

Anthony, Michael J. and James Estep, Jr., ed. *Management Essentials for Christian Ministries*. Nashville, TN: Broadman & Holman, 2005. (425 p)

Edwards, Sue and Kelley Mathews. *Leading Women Who Wound: Strategies for an Effective Ministry*. Chicago, IL: Moody Publishers, 2009. (175 p) (**Option to replace Shelley for female students**)

Hughes, R. Kent. *The Pastor's Book: A Comprehensive and Practical Guide to Pastoral Ministry*. Wheaton, IL: Crossway, 2015. (554 p)

C. Supplementary Bibliography**BOOKS**

Berkley, James D. ed. *Leadership Handbook of Management and Administration*. Grand Rapids: Baker Books, 1994.

_____. *Leadership Handbook of Outreach and Care*. Grand Rapids: Baker Books, 1994.

Choun, Robert, and Mike Lawson. *The Christian Educator's Handbook on Children's Ministry*. Grand Rapids: Baker Book House, 1998.

Dunn, Richard, and Senter, Mark. *Reaching a Generation for Christ*. Chicago, IL: Moody Press, 1997.

Gangel, Kenneth. *Feeding and Leading*. Chicago: Moody Press, 1990.

_____. *Team Leadership in Christian Ministry*. Chicago: Moody Press, 1997.

Henry, Jack. A. *Basic Budgeting for Churches*. Nashville: Broadman & Holman Publishers, 1995.

Jantz, Gregg, and McMurray, Ann. *Too Close to the Flame: Recognizing and Avoiding Sexualized Relationships*. West Monroe, LA: Howard Publishing Company, 1999.

Lawson, Kevin. *How to Thrive in Associate Staff Ministry*. Herndon, VA: Alban Institute Publication, 2000. (220 p)

Morris, H. H. *Demystifying the Congregational Budget*. The Alban Institute, 1988.

Macchia, Stephen A. *Becoming a Healthy Church*. Grand Rapids: Baker Book House, 1999.

Mazur, Cynthia S., and Ronald K. Bullis. *Legal Guide for Day-to-Day Matters*. Cleveland: United Church Press, 1994.

McIntosh, Gary L. *Staff Your Church for Growth*. Grand Rapids: Baker Book House, 2000. (190 p)

Powers, Bruce P. *Christian Education Handbook*. Nashville, TN: Broadman Press, 1996.

_____. *Church Administration Handbook*. Nashville, TN: Broadman Press, 1997.

Radcliffe, Robert J. *Effective Ministry as an Associate Pastor*. Grand Rapids: Kregel Publications, 1998. (200 p)

Robins, Duffy. *The Nuts & Bolts of Youth Ministry*. Chicago, IL: Victor Books, 1995.

_____. *This Way to Youth Ministry*. Grand Rapids, MI: Zondervan/Youth Specialties Academic, 2004.

Roehlkepartain, Eugene C. *The Teaching Church: Moving Christian Education to Center Stage*. Nashville, TN: Abingdon Press, 1993.

- Schaller, Lyle E. *Assimilating New Members*. Nashville, TN: Abingdon Press, 1978.
- _____. *The Multiple Staff and the Larger Church*. Nashville, TN: Abingdon Press, 1980.
- _____. *The Small Church is Different*. Nashville, TN: Abingdon, 1982.
- Schuller, David, ed. *Rethinking Christian Education*. St. Louis, MO: Chalise Press, 1993.
- Senter, Mark III. *Recruiting Volunteers in the Church*. Wheaton, IL: Victor Books, 1990.
- Smith, Tim. *Eight Habits of Effective Youth Workers*. Wheaton: Victor Books, 1995.
- St. Clair, Barry. *Building Leaders for Strategic Youth Ministry*. Chicago, IL: Victor Books, 1991.
- Sourcebook of Funerals*. Canton, OH: Communication Resources, Inc., 1998.
- Sourcebook of Weddings*. Canton, OH: Communication Resources, Inc., 1998.

IV. COURSE REQUIREMENTS

A. Reading Assignments

All reading assignments will be due according to the schedule in Canvas. You will indicate in Canvas the number of pages read by the due date for each book. **No late submissions** are permitted for reading assignments. Submit an interaction paper for each book on the respective due dates consisting of a **numbered list of one concept or principle you learned from each chapter**. This should be **no more than 2 pages long for EACH book**.

B. Written Assignments (all assignments are due according to the schedule in Canvas)

1. **Resumé**: Each student will prepare a resume of professional quality (including paper choice). The resume should be **no more than 4 pages** in length. The placement office will provide additional information and guidance. **(15%)**
2. **Goal Setting**. The student will develop and set 1, 3, and 5-year goals for his/her future ministry. Each year grouping will consist of at least 5 goals—one must be personal, one must be familial, one must be professional. The goals should be written in such a way that their completion is **measurable** or **observable**. Each goal should be unique. **(10%)**
3. **Student Presentations**: Students will choose a major ministry program (i.e. small groups, leadership development, adult elective structure, Backyard Bible Clubs, AWANA, VBS, Celebrate Recovery, new member assimilation, etc.) to research and propose to a mock church board for approval. The proposal needs to be appropriate for a board meeting in the form of an **Executive Summary, 3-4 pages in length with enough copies for everyone in the class**, stating the purpose, goals, strategy, and resources (people, facilities, budget, etc.) needed to begin. This proposal will be presented in class with one student presenting and the rest of the class role-playing as an elder/deacon board. The proper use of A/V equipment is expected (**submit PowerPoint/Keynote/Prezi presentation through Canvas for grading**). This should be professionally done. Allotted time will be determined by the professor based on the number of students enrolled in the course. You will receive a grading rubric to use as a guide. **(20%)**

4. **Field Trip Responses** After each of the field trips taken students will write a **one page double-spaced** response explaining how they will be able to use what they experienced in their ministry. I am looking for application, so you don't need to describe the experience.

Due 1 week after each field trip (20%)

5. **Hospital Visit**

******This experience may not be possible with COVID-19 restrictions in place******

After our hospital orientation, you are to contact an approved Chaplain to make an appointment for an additional two hours with him/her. Write a two page personal report of your time with the Chaplain. Include valuable lessons learned and how you plan to use this experience in your ministry. **(10%)**

C. Quizzes and/or Exams

There are no quizzes or exams for this class.

V. COURSE POLICIES

A. Weight Given to Course Requirements for Grading

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|------------------------------|-----|
| 1. Textbook Reading_____ | 25% |
| 2. Resume_____ | 15% |
| 3. Goal Setting_____ | 10% |
| 4. Student Presentation_____ | 20% |
| 5. Field Trip Responses_____ | 20% |
| 6. Hospital Visit_____ | 10% |

TOTAL	100%
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B. Class Participation

Students are expected to attend class and participate in discussing the daily course material. Learning takes place best when the student is personally involved in the process. Working on other assignments during class or using a computer for anything other than taking notes for the course will not be permitted. Inappropriate behavior will result in a referral to the Dean of Students.

C. Late Assignments

Late assignments will be penalized **4%** of the value of that assignment for each calendar day beyond the due date. **No assignments will be accepted later than 7 days.** No reading assignments will be accepted past their due dates.

D. Absences

The student handbook allows four 75 min. session absences for a 3 hour course without penalty. Additional absences will result in a 4% course grade reduction for each class session beyond the allowed four absences. Since this is a block course a single day missed would result in two absences. **Please do not miss class on field trip days.**

E. Letter/Numerical Grade Scale

A+ 99-100	B+ 91-93	C+ 83-85	D+ 75-77	F 0-69
A 96-98	B 88-90	C 80-82	D 72-74	
A- 94-95	B- 86-87	C- 78-79	D- 70-71	

VI. COURSE SUPPLEMENTAL INFORMATION

NOTE: **Submit all assignments through Canvas in PDF format.** All papers should be typed and **follow Turabian** style where appropriate (double spaced, Times New Roman, 12 pt. font). See the DTS supplement to Turabian for modifications specific to the seminary. **Use a Title Page** on every assignment submitted. **Number your pages.**

DTS does not discriminate on the basis of disability in the operation of any of its programs and activities. To avoid discrimination the student is responsible for informing the Coordinator of Services for Students with Disabilities and the course instructor of any disabling condition that will require modifications.