

ASSEMBLIES OF GOD THEOLOGICAL SEMINARY
Doctor of Ministry
October 11-15, 2010

**PTH 958/ MHTM 501 MISSIONAL LEADERSHIP:
EXTERNALLY FOCUSED MINISTRY/MISSION OF GOD**
Dr. Beth Grant
With guest lecturers Johan Mostert, Ph.D. & JoAnn Butrin, Ph.D.

COURSE SYLLABUS

COURSE DESCRIPTION

This course examines contemporary opportunities and challenges facing missional leaders including how to create externally focused ministries. The success of an externally focused ministry depends on creating authentic relationships while being useful in forming missional partnerships. It will teach how ministers can build relational bridges; how the Church can transform lives as people both see and hear God's power and grace at work in their world. Case studies in reaching out to the marginalized of society will include issues such as: trafficking of women, compassion ministry, AIDS, poverty, social justice, and women's issues.

COURSE OBJECTIVES

This course equips the participant to:

1. *Describe* current missiological models and their application to one's local engagement in God's mission to see people come to faith in Christ and experience transformational discipleship.
2. *Articulate* a statement of personal vision integrating ones call & giftings with engagement in the Great Commission, both individually and corporately
3. *Identify* one's cultural worldview and its implications – both positively and negatively- for fulfilling cross-cultural ministry
3. *Nurture* cross-cultural leadership skills in both self and others that is biblical, cross-cultural and transformational.
4. *Develop* a lifestyle of missional leadership, recognizing the biases of American cultural leadership models and moving toward biblical leadership principles which cross cultures.
5. *Discern* the key role of Pentecostal spirituality in missional leadership and practice.

6. *Construct* a practical plan by which the leader and those in her sphere of influence can grow in their understanding of God's mission and engage missiologically in their local ministry context

COURSE OUTLINE

- I. **Key missiological themes in the changing 21st century: What is our mission?**
- II. **Understanding our cultural worldviews & their implications to mission**
 - a. **Individualism or collectivism (the variable of self in mission)**
 - b. **Servant leaders or little kings (the variable of status & power in mission)**
- III. **Developing cross-cultural leadership
(Beyond culture to Kingdom)**
- IV. **Engaging global pulse-points with Christ's Luke 4:18 mandate**
 - a. **Compassion ministries – Dr. JoAnn Butrin**
 - b. **HIV/AIDS & poverty – Dr. Johan Mostert**
 - c. **Sex trafficking & women's issues**
- V. **Becoming a missional leader whatever your call**

COURSE REQUIREMENTS

1. Pre-Session (200 total points)

- a. **Read:** Complete the required reading of 1,153 pages as well as 500 pages from a chosen category in the Selected Bibliography. It is recommended that the selected category be the one on which the final written project will be focused. Participants will submit a reading report (attached) on the last day of class indicating how much of the reading has been completed. Full credit requires all reading be complete. (100 points)

(NOTE: It is a violation of academic policy to claim credit for books read prior to the course. Substitute a book from the *Bibliography* for those read previously.)

- b. **Write:** Prepare a 5-page paper synthesizing the 3-5 ideas from the readings that made the greatest impact on you and how those ideas apply to your ministry context. You will do an oral presentation of your paper in summary form during one of the class sessions. (100 points)

2. Session

- a. *Attendance* at all class sessions and activities

- b. *Active contribution* to the peer learning environment, including discussion, integration of pre-reading, and relationship-building.

3. Post-Session Projects (800 total points)

DUE BY DEC. 31, 2010

a. ***Experiential project: “Walking with the Poor” (400 points)***

(See attached project description at end of syllabus.)

- 1) Plan & execute experience of “Walking with the Poor” as described.
- 2) Write a 5-page reflection paper describing your experience in light of models of poverty described in Myer’s book, recommending potential strategies for your local church in which to engage the poor based on your experience, and reflecting on the implications of this experience for you as a missional leader.

b. ***Written project : (400 points)***

Prepare a 15 page paper that develops one of the following within your ministry context or projected ministry context:

- 1) Cross-cultural education or missionary training
- 2) Cross-cultural leadership
- 3) Compassion ministry
- 4) Women’s issues (global or local)

The paper should integrate Pentecostal Missiology and the key course concepts from readings & class in answering the following questions:

- 1) What insights have you gained into your own personal cultural world view/values that facilitate your missional leadership? That hinder your missional leadership and require changes?
- 2) How has your personal understanding of mission changed during the experience of this course? (Is it simpler or more complex? In what ways?) What implications does that have for your present ministry and leadership?
- 3) How would you have described your role and responsibility to God’s cross-cultural mission before this course? How would you describe it now, particularly in terms of its individual and community aspects?
- 4) Propose a 6-MONTH plan/strategy by which you can intentionally lead others in your God-given sphere of influence (ie., family, church, students, women’s group, etc.) into a more missional worldview, lifestyle & ministry focus. Strategy should reflect most appropriate principles from missiology, theology and Pentecostal leadership studies.

(NOTE: remember to focus this specifically on one of the four areas chosen above.)

Writing Process:

1. *Expectations:* All papers are to represent original, high-quality, graduate-level work, and

are to be written in an academic style rather than an oral (sermonic) style. Writing from previous courses may not be recycled.

2. *Communication*: **Hardcopies** of the completed Post-Session Writing Projects must be mailed to the professor. *Do not use e-mail.*
3. ***Due date***: All post-session work will be due postmarked no later than **December 31, 2010.**

LATE WORK

Each week beyond the due date by which the Post-Session Project is received will reduce its score by one letter grade.

COURSE GRADING

Expectations are high. Grading is a composite of points earned in each phase of the course:

Pre-Session Reading:	100 points
Reading Reflection Paper:	100 points
“Walking with the Poor” Post-Session Project:	400 points
Missional leadership focus Post-Session Paper:	400 points
TOTAL:	<u>1000 points</u>

AGTS GRADING SCALE

Publishable = A+
100% - 94% = A
93% - 90% = A-
89% - 87% = B+
86% - 84% = B
83% - 80% = B-
79% - 77% = C+
76% - 74% = C
73% - 70% = C-
69% - 67% = D+
66% - 64% = D
63% - 60% = D-

PRE-SESSION READING

Required Texts (Read All)

- Lingenfelter, S. G. (2008). *Leading Cross-Culturally; Covenant Relationships for Effective Christian Leadership*. Grand Rapids, MI, Baker Academic:175.
- Miller, D. E. a. T. Y. (2007). *Global Pentecostalism: The New Face of Christian Social Engagement*. Berkeley, University of California Press: 261.
- Myers, B. L. (1999). *Walking with the Poor: Principles and Practices of Transformational Development*. Maryknoll, NY, Orbis Books: 279.
- Roxburgh, A. J. a. F. R. (2006). *The Missional Leader: Equipping Your Church to Reach a Changing World*. San Francisco, Jossey-Bass: 219.
- Walls, A. a. C. R. (2008). *Mission in the 21st Century: Exploring the Five Marks of Global Mission*. Maryknoll, NY, Orbis Books: 219.

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General Missiology

- George, S. K. (2009). "'Joined and Knit Together . . . Each Part working Properly": A Missiological Reflection on Practices of God's Holistic Mission in Ephesians. *Missiology: An International Review* **XXXVII, No. 3**(July 2009): 397-409.
- Hiebert, P. G. (2008). *Transforming Worldviews: An Anthropological Understanding of How People Change*. Grand Rapids, MI, Baker Academic.
- Hiebert, P. G. (1985). *Anthropological Insights for Missionaries*. Grand Rapids, MI, Baker Academic.
- Jones, E. S. (1925). *The Christ of the Indian Road*. New York, The Abingdon Press.
- Lingenfelter, S. (1992). *Transforming Culture: A Challenge for Christian Mission*. Grand Rapids, MI, Baker Book House.
- Livermore, D. A. (2006). *Serving with Eyes Wide Open: Doing short-term missions with cultural intelligence*. Grand Rapids, MI, Baker Books.
- Rowell, J. (2006). *To Give or Not To Give: Rethinking dependency, restoring generosity, and redefining sustainability*. Tyrone, GA, Authentic Publishing.

Strauss, R. a. T. S. (2009). "Change the Worldview . . . Change the World." *Evangelical Missions Quarterly* **45**(4): 458-463.

Taylor, W. D. (2000). *Global Missiology for the 21st Century: The Iguassu Dialogue*. Grand Rapids, MI, Baker Academic.

VanEngen, C. (1996). *Mission on the Way: Issues in Mission Theology*. Grand Rapids, MI, Baker Books.

Van Gelder, C. (2007). *The Ministry of the Missional Church: A Community led by the Spirit*. Grand Rapids, MI, Baker Books.

Cross-cultural Leadership

Franklin, K. (2009). "Leading in Mission at a Higher Level: how to Become a Reflective Practitioner in Mission Leadership." *Evangelical Missions Quarterly* **45**(4): 412-418.

Hofstede, G. (2001). *Cultures Consequences: Comparing Values, Behaviors, Institutions, and Organizations Across Nations*. Thousand Oaks, CA, Sage

Hofstede, G. (1997). *Cultures and Organizations: Software of the Mind*. New York, McGraw-Hill.

Hoke, S. B. T. (1999). *Global Mission Handbook: A Guide for Crosscultural Service*. Downers Grove, IL, IVP Books.

Jones, L. R. (2009). "The Problem of Power in Ministry Relationships." *Evangelical Missions Quarterly* **45**(4): 404-410.

Lingenfelter, S. G. (2008). *Leading Cross-Culturally: Covenant Relationships for Effective Christian Leadership*. Grand Rapids, MI, Baker Academic.

Schumacher, W. W. (2007). "Mission Across the Curriculum: Historical Theology." *Missiology: An International Review* **XXXV**, No. 4(October 2007): 431-436.

Whiteman, D. L. (2008). "Integral Training Today for Cross-Cultural Mission." *Missiology: An International Review* **XXXVI**, No. 1(January, 2008): 5-16.

Cross-cultural Education (& training for mission)

Armstrong, T. (2000). *Multiple Intelligences in the Classroom*. Alexandria, VA, Association for Supervision and Curriculum Development.

- B. Brenneman, W. R. B., and N. Muhovich (2006). *Java & Justice: Journeys in Pentecostal Missions Education*. Minneapolis, MN, North Central University Press.
- Gochenour, T. (1993). *Beyond Experience: An Experiential Approach to Cross-Cultural Education*. Boston, MA, Intercultural Press.
- Grant, B. (2003). "Theological Education in the Twenty-first Century: Re-evaluating some Basic Assumptions." *Evangelical Missions Quarterly*.
- Gupta, P. R., and Sherwood G. Lingenfelter (2006). *Breaking Tradition to Accomplish Vision: Training Leaders for a Church-Planting Movement*. Winona Lake, IN, BMH Books.
- Lingenfelter, J. E. S. G. (2003). *Teaching Cross-Culturally: An Incarnational Model for Learning and Teaching*. Grand Rapids, MI, Baker Academic.
- Pai, Y. S. A. A. (1997). *Cultural Foundations of Education*. Upper Saddle River, NJ, Prentice-Hall, Inc.
- Reagan, T. G. (2004). *Non-Western Educational Traditions: Indigenous Approaches to Educational Thought and Practice*. Mahwah, NJ, Lawrence Erlbaum Associates.
- Spindler, G. D.(1997). *Education and Cultural Process: Anthropological Approaches*. Long Grove, IL, Waveland Press.
- Stigler, J. W., Richard A. Shweder, and Gilbert Herdt (1990). *Cultural Psychology: Essays on Comparative Human Development*. New York, Cambridge University Press.

Compassion ministries

- Bales, K. (1999). *Disposable People: New Slavery in the Global Economy*. Berkeley, University of California Press.
- Bauman, S. (2009). "International Development: Helping or Hurting?" *Evangelical Missions Quarterly* **45**(2): 232-236.
- Christian, J. (1999). *God of the Empty-handed: Poverty, Power and the Kingdom of God*. Monrovia, CA, MARC.
- Farr, K. (2005). *Sex Trafficking: The Global Market in Women and Children*. New York, Worth Publishers.

Kara, S. (2009). *Sex Trafficking: Inside the Business of Modern Slavery*. New York, Columbia University Press.

Kilbourn, P. (ed.) (2008). *Shaping the Future: Girls and Our Destiny*. Pasadena, CA, William Carey Library.

Rowell, J. (2006). *To Give or Not To Give: Rethinking dependency, restoring generosity, and redefining sustainability*. Tyrone, GA, Authentic Publishing.

Women's Issues

Farr, K. (2005). *Sex Trafficking: The Global Market in Women and Children*. New York, Worth Publishers.

Grant, B. C. H., eds. (2007). *Hands that Heal: International Curriculum to Train Caregivers of Trafficking Survivors*. Springfield, MO, Project Rescue International on behalf of FFAST.

Kara, S. (2009). *Sex Trafficking: Inside the Business of Modern Slavery*. New York, Columbia University Press.

Kilbourn, P. e. (2008). *Shaping the Future: Girls and Our Destiny*. Pasadena, CA, William Carey Library.

Kristof, N. D. a. S. W. (2009). *Half the Sky: Turning Oppression into Opportunity for Women Worldwide*. New York, Alfred A. Knopf.

CONTACT INFORMATION :

Beth (Alice E.) Grant, Ph.D.

beth@dlgrant.com

417.860.1510

3889 N. Daniels Ct.

Springfield, MO 65803

**WALKING WITH THE POOR:
An exercise in observation, identification and prayer**

FALL, 2010

Purpose: This learning experience has been designed to provide students with an opportunity to interact with and be exposed to the world of the poor in their own city/community. It is an attempt to introduce participants in a brief but meaningful way to a world of poverty which is physically close while being socially, economically and spiritually far removed from their everyday world of life & ministry.

Due date: This exercise and reflective paper are to be completed with the paper sent in to the professor **by December 31, 2010.**

Instructions:

- Students will leave and return to an agreed upon location in groups of no more than 2-3 persons (not alone!). The whole activity should take no less than 3 hours.
- Travel will occur by public transportation and be accomplished during daylight hours. **From the time of embarking on the journey from the specified location until return, no private transportation is to be used.**
- Students are to observe and be sensitive to the people they encounter and their surroundings with the goal of gaining understanding into the multiple dimensions of poverty and summarizing their observations for the reflection paper. Particular focus should be given to observe physical phenomena and the relevant underlying social, economic and spiritual realities of the poor which they reflect.
- At all times, the demeanor of participants should be respectful, sensitive and gracious. It is suggested that students silently pray for those they meet and the neighborhoods they visit. Interaction between participants should be minimal and should not be allowed to detract from observation, prayer and friendly interaction with those they encounter.
- Dress should be casual and modest. It is not advisable to carry or wear valuable items.
- Relax, enjoy the experience, be alert . . . and be wise.
- If asked, your explicit purpose is to observe neighborhoods to fulfill a class assignment. Ultimately, your implicit purpose is to see those you meet and their everyday world through His eyes, with greater understanding, sensitivity and faith.

Questions to focus observation and reflections:

- What physical, mental, social and economic phenomena do I observe which are distinct from those in my physical, mental, social and economic world?

- How do those phenomena effect how those I meet would hear and respond to me personally and to potential attempts to share my faith in Jesus Christ? To initiatives from my church to do so?
- What kinds of spiritual indicators of poverty are observed?
- What are some specific approaches which WOULD BE most appropriate for communicating the Gospel in this particular setting? Why?
- What missional approaches from a local church would tend NOT to be effective and why?
- What incongruity of worldviews did you observe between yourself/your church & the poor with whom you journeyed? How do those incongruities affect missional relationships with the poor, and how can they be bridged?

D.Min. Program Learning Outcomes

Upon completion of the D.Min. Program, participants will be able to expand their influence by growing into ministers who:

1. Grow in spiritual maturity

- a. Deepen their historical and theological appreciation of the Pentecostal-Charismatic tradition, leading to a growing personal spirituality
- b. Cultivate disciplines of self-leadership, which produce holistic health and integrity as a leader
- c. Communicate the role of Spirit-empowered ministry for effective leadership
- d. Integrate Pentecostal spirituality into the practice of the leadership arts

2. Demonstrate leadership competency

- a. Exercise missional leadership through strategically implementing purpose, vision, and values
- b. Acquire and effectively apply new knowledge and skills to the practice of ministry
- c. Develop leaders worth following – catalysts for transformation in individuals, organizations, and communities
- d. Expand awareness of the implications of globalization within the overall ministry of the Church

3. Exhibit scholarly integration

- a. Reflect upon and utilize the insights of both biblical and practical theology, as well as the social and behavioral sciences within their ministry context
- b. Write high-quality academic papers that demonstrate the ability to integrate scholarship with the practice of ministry
- c. Develop professional research and writing skills in order to provide an enduring service to the larger Church through the publication of a Professional Project, and further written contributions to the scholarly world

4. Utilize ministry networks

- a. Develop relational health through mutually beneficial long-term personal connections with other ministry professionals, creating support systems for sustained impact
- b. Connect with resources for ongoing ministry enhancement