



PREEMPTIVE SYLLABUS

**LIBERTY UNIVERSITY/LIBERTY BAPTIST THEOLOGICAL SEMINARY
CENTER FOR COUNSELING AND FAMILY STUDIES**

PACO 852

GROWTH AND DEVELOPMENT OF THE CONTEMPORARY MINISTER

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PACO 852 372 200930 (One Week Intensive)

May 18-22, 2009 CN (2417)

MTWR: 8:30 – 4:30; F: 8:30 – 1:00

COURSE DESCRIPTION

An in-depth analysis of the person in ministry, including personal, spiritual, marital, familial, and career contexts. Personality testing and special assignments will be coupled to form the foundation for an extensive program for surviving and thriving in ministry.

I. RATIONALE

- A. To provide an awareness of the myriad of challenges and opportunities facing ministry leaders today.
- B. To help the student develop a personal strategy to facilitate longevity in service, increased competency and personal growth in ministry.
- C. To help the student begin to apply this strategy in his/her personal, spiritual, marital, familial, and ministry life.

II. PREREQUISITES

None.

III. REQUIRED RESOURCE PURCHASES

Carbonell, M. 2008. *How to solve the people puzzle: Understanding personality patterns*. Blue Ridge, GA: Uniquely You Resources. ISBN: 1-888846-43-7
[This book contains the access code for one of the pre-class assessments (Short Professional Profiler).]

Crabb, L. 2005. *Connecting: Healing for ourselves and our relationships*. Thomas Nelson Publishing. ISBN: 0849945291

Myers, I. B. 1998. *Introduction to type*, (6ed). (Product # 6129) Form M (Step 1/Self-Scorable worksheet included. Product # 6165). **[This booklet must be purchased through MBS Direct. Students should not take this assessment (MBTI) until directed to do so during the intensive. When you receive this resource make sure the Worksheet is included.]**

Neff, B. J. 2006. *A pastor's guide to interpersonal communication*. New York, NY: The Haworth Pastoral Press. ISBN: 0-7890-2666-X

Ortberg, J. 2002. *The life you've always wanted*. Grand Rapids, MI: Zondervan. ISBN: 0-310-24695-4.

Petersen, E. H. 2006. *Eat this book: A conversation in the art of spiritual reading*. Grand Rapids, MI: William B. Eerdmans Publishing Co. ISBN: 978-0-8028-2948-1

Scazzero, P. 2003. *The emotionally healthy church*. Grand Rapids: Zondervan ISBN: 0-310-24654-7

Swenson, R. A. 2004. *Margin: Restoring emotional, physical, financial, and time reserves to overloaded lives*, (Updated). Colorado Springs, CO: NavPress. ISBN: 1-57683-682-7

Turabian, Kate L. 2007. *Manual for writers of research papers, theses, and dissertations: Chicago style for students and researchers*. Chicago, IL: University Chicago Press. ISBN: 9780226823379 **[Turabian's Reference List Style is required for all assignments rather than the Bibliography Style.]**

Relational Style Assessments: Each student is required to take three (3) pre-class and two (2) in-class assessments. One online assessment (Adjective Checklist) will be purchased during the intensive (approx. \$25, price subject to change), and assessments should not be taken until directed to do so.

[Disclaimer: These materials do not necessarily reflect the beliefs or positions of this professor(s) or the Center for Counseling and Family Studies at Liberty University/Seminary.]

IV. RECOMMENDED SECONDARY RESOURCES

(The following texts are not required purchases; however, the list is provided to support the student's ongoing growth and development.)

- Christianity Today International. (2006). *The church leader's answer book: A reference guide for effective ministry*. Carol Stream, IL: Tyndale House Publishers, Inc. ISBN: 1-4143-0354-8
- Hart, A. D. (1994). *The sexual man: Masculinity without guilt*. Dallas, TX: Word Publishing. ISBN: 0-8499-3684-5
- McDonald, Gordon (1997). *Ordering your private world*. Nashville: Thomas-Nelson ISBN: 0785263810
- Malphurs, A. (1997). *Ministry nuts and bolts: What they don't teach pastors in seminary*. Grand Rapids, MI: Kregel Publications. ISBN: 0-8254-3190-5
- McGee, R. S. (2003). *The search for significance: Seeing your true worth through God's eyes*. (Workbook included). Nashville, TN: Word Publishing. ISBN: 0-8499-4424-4
- Petersen, J. A. (1991). *The myth of the greener grass: Affair-proof your marriage, restore your love, recover your dreams*. Wheaton, IL: Tyndale House Publishers, Inc. ISBN: 0-8423-4651-1
- Peterson, E.H. (1989). *Working the angles*. Grand Rapids: Eerdmans Publishing. ISBN: 0802802656
- Powell, J. (1995). *Why am I afraid to tell you who I am? Insights into personal growth*. Allen, TX: Tabor Publishing. ISBN: 0-883-47323-2
- Trull, J. E., & Carter, J. E. (2004). *Ministerial ethics: Moral formation for church leaders*. Grand Rapids, MI: Baker Academic. ISBN: 0-8010-2755-1

V. ADDITIONAL MATERIALS FOR LEARNING

- A. Computer with basic audio and video equipment
- B. Internet access (cable and broadband recommended)
- C. An Instant Messenger such as the Microsoft Office Communicator will be needed for the Journaling with Connection learning activity. This is free and available to LU students. See link for download:

<http://www.liberty.edu/information/services/customerservice/resnet/index.cfm?PID=13873>

- D. Microsoft Word
(Microsoft Office is available at a special discount to LU students.)
- E. Required research and writing guidelines:

Turabian, Kate L. *Manual for writers of research papers, theses, and dissertations: Chicago style for students and researchers*. Chicago, IL:

University Chicago Press, 2007. ISBN: 9780226823379. **[Turabian's Reference List Style is required for all assignments rather than the Bibliography Style.]**

VI. COURSE OBJECTIVES

In this course, the student will be able to:

- A. Understand the role of emotion in healthy/unhealthy approaches to ministry.
- B. Develop the skills required for maintaining a healthy relational lifestyle.
- C. Discuss the importance of their private inner world for the development of success in ministry
- D. Identify strengths and weaknesses that they bring personally to the ministry context.
- E. Understand how their present ministry context fits with their relational style.
- F. Appreciate the value of a “safe place” for spiritual and human development and the place of the family and church in the structuring of such a place.
- G. Discuss approaches to ministry popular in the current culture and evaluate their contributions to the health of the church and its leadership.
- H. Discuss issues related to human sexuality and their relationship to challenges related to sanctification and ministry.
- I. Develop a plan to maximize strength and remediate concerns discovered through reading and assessment.

VII. COURSE REQUIREMENTS AND ASSIGNMENTS

- A. Textbook readings (required texts should be read before class begins), lecture notes, assessments, and active class participation
- B. Relational Style Self-Assessments

Pre-class Assessments: The student will be required to get at least three peers to fill out a 360° Survey in preparation for the Relational Style Action Plan (to be discussed in class) and Final Project (to be discussed in class). The student will also self-administer two online assessments to support discussion and preparation of the Relational Style Action Plan and Final Project. Insights gained from these assessments will be integrated in the Phase One: Action Plan Worksheet. Further instructions for these learning activities are provided in About Your Course>Essential Elements> Pre-class Assessments.)

In-class Assessments: The student will be required to purchase one online assessment during the intensive (the Adjective Check List) which will assist in the research and design process for his personal growth and development.

The information gained from the 3 pre-class and 2 in-class assessments will be assimilated into the Relational Style Action Plan which will support the student's overall strategy for personal growth and development. (Further instructions and costs for this assessment will be provided in About Your Course>Essential Elements> In-class Assessments.)

C. Practical Book Reviews (PBR)

The student will complete five Practical Book Reviews (each PBR should be no more than 6 pages) and will submit the reviews on Blackboard before class begins. Each review will cover one of the required texts, chosen by the professor. The review should include a title page, follow the PBR Guidelines and written according to Turabian (7e) Guidelines. (Further instructions for completing the PBRs are provided in About Your Course>Essential Elements>Practical Book Review Guidelines.)

D. Reflective Journaling with Connection (RJC) – Appendix A

The goal of reflective journaling is to interact with and assimilate information that is particularly meaningful to the student's personal growth and development. In an attempt to discover resources and/or solutions that will empower both growth and development, journaling will also anticipate securing and supporting change through a dyadic experience with another student. With sufficient journal preparation, the dyad should produce meaning-making moments which will help to inform students' research into and design for their specific growth and development.

Each student is to maintain a record of responses to and reflections upon truths, insights, and techniques beneficial to their spiritual and interpersonal development. Journaling may also reflect preparation for and contemplation of the information gained in connection with another classmate.

The student should complete at least one entry per week (starting with the first week of class), and each entry must be dated and/or numbered, typed, single-spaced, with correct spelling and punctuation. Citations/References must be written in Turabian format (preferably Reference List Style instead of Bibliography Style), and the student should attempt to integrate a biblical worldview when appropriate. These journal entries will be submitted as Appendix A in the Final Project. (Further instructions and expectations will be provided in class).

E. Relational Style Action Plan (RSAP)– Appendix B

The student will draw upon the resources of this learning journey to create a plan of action for checking/controlling his relational style in order to successfully engage a research and design process for their personal

growth and development. (Further instructions and expectations will be provided in class).

- F. **Appendix Accountability:** The student should maintain weekly involvement in both Appendices. This involvement should draw from the readings, assessments, lectures, and dyad while applying specific truths, insights, and techniques gained from the following texts: *Eat This Book: A Conversation in the Art of Spiritual Reading* (Appendix A); and *A Pastor's Guide to Interpersonal Communication* (Appendix B). From time to time, the student's professor(s) may ask for specific sections of the Appendices to be emailed to him for verification. **It is critical to save both these documents on a disk or jump drive. If you have a computer crash as you enter the last few weeks of the course, it is next to impossible to re-build these files. Failure to submit current Appendices on time will result in point loss in the final project.** (Further instructions and expectations will be provided in class).

- G. Final Project (FP)

The student will research and design a strategy for his personal growth and development in his interpersonal arena of life and ministry. The project will utilize all of the required texts and assessments in the pursuit of synergistic health under the influence of an overarching goal for life and ministry. (Further instructions and expectations will be provided in class).

VIII. GRADING

Please read and abide by the Honor Code statement found in *The Liberty Way* in all your work in this class.

- A. The following components will constitute your grade:

| | |
|--|------------|
| Practical Book Reviews (5 @ 7 % each) | 35% |
| Appendix A: Journaling with Connection | 15% |
| Appendix B: Relational Style Action Plan | 15% |
| <u>Final Project (as defined in class)</u> | <u>35%</u> |
| | 100% |

- B. GRADING SCALE:

A = 94 – 100 B = 86 – 93 C = 75 – 85 F = 74 and below

- C. Late Assignment Policy

- 1) A daily 5 point deduction will be applied to all assignments (excluding DB Threads/Replies) posted late. The “grace period” for late submissions, ends at the close of the fourth day, following the original deadline; a zero will be posted on the fifth day. Students must notify the instructor, by e-mail, of any anticipated delay in assignment submissions, as well as provide a rationale for that delay.

- 2) The course instructor(s) understands the occasional need for ‘grace’ and acknowledges that some emergency circumstances (family emergencies, serious illness, computer/internet crises, and natural disasters) may interfere with meeting assignment deadlines. However, the expectation is to regularly meet the deadlines listed in the syllabus and/or course chart. Physician verification of illness may be required.

D. Disability Assistance

Students with a documented disability may contact the DLP Office of Disability Academic Support (ODAS) at dlpodas@liberty.edu to make arrangements for academic accommodations.

APPENDIX

The student should address the assignments in the order given in this Appendix. The various pre-class expectations will be identified by “Step #”. For example, the first expectation is to order all required texts.

Step 1: Order All Required Texts. It is suggested that expedited shipping be used in order to get pre-class assignments completed in timely fashion.

Step 2: Complete the Pre-Class Assessments (3) and Phase One: My Action Plan Worksheet. The student will self-administer the following assessments which will inform the completion of Phase One and ultimately service the development of the Relational Style Action Plan (Appendix B in the Final Project). All pre-class assessment information and the worksheet should be brought to class.

- A. **Self-Assessment 1:** Send the 360° Survey to at least three peers/friends to support the completion of the work-booklet. (Instructions for the survey are located in About Your Course>Essential Elements>360° Survey.)
- B. **Self-Assessment 2:** Take the 15 minute communication skills test at the following website:
http://discoveryhealth.queendom.com/communication_short_access.html
Save the results and incorporate the information into the work-booklet.
- C. **Self-Assessment 3: (Uniquely You: DISC Short-Professional Profiler)**

Locate the Access Code on the inside cover of *How to Solve the People Puzzle: Understanding Personality Patterns*. Go to the following link, register as a new user and enter the Access Code to take the Short Professional Profiler: http://www.uniquelyyou.net/giftedness/new-user.php?profile_type=PC. Allow at least 20-30 minutes to take the assessment and remember to save your user ID & password, in case you need

to access the file in the future. **When taking this assessment, consider its questions in light of your current pressure(s) in ministry/work as a DLP student.** After completing the assessment, save it as a PDF document to the location of your choice, peruse the document, and make marginal notes of interest. Complete Phase One: My Action Plan Worksheet (see About Your Course>Essential Elements). If you have any trouble with the online DISC assessment, contact Uniquely You. Contact information given below:

Laura Long
Uniquely You
laura@myuy.com
1-800-501-0490
fax- 706-492-3484
PO Box 490
354 Sky High Drive
Blue Ridge, GA 30513

All three self-assessments will join the other assessments (2) in this learning journey to inform the development of your Relational Style Action Plan (Appendix B of the Final Project). Make sure to bring the results of all the pre-class assessments and your worksheet to class.

Step 3: Complete the following Pre-class Assignments and submit these Practical Book Reviews on/or before the first day of class. The instructions for completing and submitting the following book reviews are provided in About Your Course>Essential Elements>Practical Book Review Guidelines.

Write a Practical Book Review for each of the following books and save your review under the following file header: PBR(#)_ (Initials). For example, if Dwight C. Rice were submitting a Practical Book Review of *How to Solve the People Puzzle*, he would save his work with the following file header: PBR1_DCR. Notice how simple the header is and that the two important elements in the header are connected by the underscore (_). Create your file header in the same way to prevent Blackboard's tendency to create problems when your work is uploaded for assessment. **Points will be deducted if the correct file header is not used.**

PBR1: Carbonell, M. 2008. *How to solve the people puzzle: Understanding personality patterns*. Blue Ridge, GA: Uniquely You Resources. ISBN: 1-888846-43-7

PBR2: Crabb, L. 2005. *Connecting: Healing for ourselves and our relationships*. Thomas Nelson Publishing. ISBN: 0849945291

PBR3: Ortberg, J. 2002. *The life you've always wanted*. Grand Rapids, MI: Zondervan. ISBN: 0-310-24695-4.

PBR4: Scazzero, P. 2003. *The emotionally healthy church*. Grand Rapids: Zondervan
ISBN: 0-310-24654-7

PBR5: Swenson, R. A. 2004. *Margin: Restoring emotional, physical, financial, and time Reserves to overloaded lives*, (Updated). Colorado Springs, CO: NavPress.
ISBN: 1-57683-682-7

Step 4: Be prepared to pay Dr. Ron Hawkins for the assessment(s) taken during the intensive. The week before the intensive, the details for the purchase of the Adjective Check List (ACL) assessment (approximate cost \$25; price subject to change) will be emailed to you. The ACL will be taken on the first evening of class along with Meyers Brigg Type Indicator (MBTI) provided in the *Introduction to Type* booklet. The student should frequently check email, since the main form of communication is through the LU email system and Announcements on Blackboard (BB).

Step 5: All post-class assignments must be turned in by July 24, 2009. A **hard copy** of the Final Project must be received by the due date. **No email assignments** will be accepted unless requested by professor. **Please mail post-class work** to:

Dwight Rice
c/o Liberty University
Department of Counseling and Family Studies
CN Suite 2400
1971 University Blvd.
Lynchburg, VA 24502

If you would like your copies to be returned to you, please include a self-addressed stamped envelope. If you are in the area, feel free to drop assignments off with our Administrative Secretary, Kristina Finch, in CN Suite 2400.

ALL correspondence will be through the Liberty email accounts, so check your LU account and Announcements FREQUENTLY!