

COURSE DESCRIPTION AND ADVANCE READING ASSIGNMENT

DM800
“Listening & Trusting in an Age of Complexity”
(June 4-8, 2012)

Instructor

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Credits: 3 units

I. Course Description

“This orientation course to the Doctor of Ministry Program will look at three things: 1. Your Listening: to God (vision), to self (trust) and to others (research) 2. Your Serving: to contextualize ministry in light of a changing ecclesial world and 3. Your Leading: of Christian mission in a postmodern world, including a consideration of the *Emerging Church* movement. These three things will help you identify the problem in ministry about which you are passionate, and which potentially could become the basis for your future thesis-project in the Doctor of Ministry program, the final educational outcome of your academic work.

II. A. COURSE OBJECTIVES:

All learning involves *change*. This course is predicated on the assumption that in your ministry you have seen and experienced a significant amount of change, both positive and negative. The course intends to help you look at yourself, your challenges in ministry, in relationships and in spirituality. Thus, the course objectives intend to have an impact on:

A. Changes in what I KNOW:

1. I will understand what missional leaders are describing as the “Emerging Church and Emerging Worship” in the context of a Postmodern worldview; I will have critiqued them and from that critique drawn some tentative conclusions as to which point to the most fruitful ways forward in Christian mission in light of biblical theology.

Assessment: Class Presentation & Pre-Seminar write-up.

2. I will have grown in my discernment of the shape of the spiritual disciplines best suited to my own life and ministry;

Assessment: Class listening exercise, Post-seminar project.

3. I will have made a fresh articulation of the role of the leader in ministry; and will articulate some of the learning about leadership that is immediately applicable to my present ministry situation.

Assessment: Class discussion, Post-seminar Project.

4. I will be familiar with the vision statement of the Doctor of Ministry Program and I am aware of its implications for my course of study. I will establish a draft plan for my study in the Doctor of Ministry Program and be prepared to present it to my support team at home.

Assessment: Completion of Class Planning grid, Post-Seminar Project.

B. As a Colleague in this study I will have Changes in what I can DO:

1. I will have grown in my ability to be an effective listener and thus more effective in leading the congregation or ministry I now serve in addressing the real situation it faces. I will also address in particular the value of trust, and my particular role in establishing a context of the same in my ministry.

Assessment: Post-Seminar Project, Tuesday exercise (showing new insights into yourself and your context).

2. I will be able to bring an effective analysis of my pastoral leadership and better assess my own giftedness with reference to those needs.

Assessment: Post-Seminar Project and Class seminar discussions.

3. I will have begun to use SBL style in my written work and started to learn the format depicted in the *SBL Handbook of Style: For Ancient Near Eastern, Biblical and Early Christian Studies*, edited by Patrick H. Alexander, et al. (Peabody, MA: Hendrickson, 1999).

Assessment: Proper footnoting and *Sources Consulted* on Post-Seminar Project

4. I will have begun to enhance my ability to research through usage of library resources, including *Zotero, AdFontes & Ebsco* research tools.

Assessment: Proper footnoting and *Sources Consulted* on Post-Seminar Project

C. Changes in who we ARE:

1. I will have examined myself in light of my original goals for ministry and reflected on the sense of achievements and failures in my ministry.

Assessment: Pre-seminar book review; Thursday morning class discussion.

2. I will be affirmed in my call to leadership by interaction with a community of ministerial leaders and contributed to collegial support.

Assessment: class discussion, class presentation.

3. I will have identified some problems in ministry that I want to consider and reflect upon during the time of involvement in the Doctor of Ministry program.

Assessment: Post-Seminar Project

4. I will have identified what are the priority objectives in my ministry and walk with Christ, so as to pursue a more fruitful ministry in the days to come.

Assessment: Your articulation of a problem statement in a Post-Seminar Project

II. B. COURSE OUTCOMES:

Outcomes: In a more enduring sense, the students will:

- Recognize and identify the biblical theology evident in his/her work.
- Be able to identify and articulate a distinct ministry problem.
- To demonstrate the ability to reflect biblically and theologically about the identified problem.
- To demonstrate the ability to apply the learning from the biblical and theological reflections to the identified problem.

These outcomes are the Macro outcomes for the whole degree program to which this course is aimed at getting you started.

III. COURSE METHODOLOGY

A. Class sessions will include lectures; extended discussion arising from the required readings & the students' ministry situations; student presentations for experiential learning. Attendance at all sessions will be required. All students are expected to attend the dinner on Monday night with the dean of the program and the session following, as well as daily Morning Prayer in the chapel at 8:30AM.

B. Each student will submit:

1. Pre-Seminar Work

- a. A short (600-800 words for each book, double-spaced) review of two books: *Ethnography as a Pastoral Practice* (Moschella) and *Building Cultures of Trust* (Marty). These should cover the following: 1] In summary, what does the book say? (describe) 2] What does it mean by what it is expressing? (interpret) 3] What is deficient about the book? What is positive about the book (analyze) 4] Is it worthwhile and helpful to you in ministry? (evaluate) In this last section 4, make sure you reference yourself in light of original goals for ministry and reflected on the sense of achievements and failures in your ministry ***Keep these four aspects in mind as they will be helpful to you throughout your DMin studies!***
- b. Plan and work with classmates in the Emerging Church Scenario Exercise described in section VI below. In addition to the actual presentation in class, you should submit a short paper (800 to 1000 words) describing what new insights you gained, what materials you found that were helpful (books, blogs or whatever), how you see your insights as helping your ministry and your analysis of the strengths and weaknesses of *Emerging Church* thinking.

Please put the written portions in Microsoft Word or in an open-source format that can be read by Microsoft Word. Deliver them to the appropriate drop box in Edvance360 for this class. Also please send a copy with the Word document as an attachment to my address as a backup: lthompson@tsm.edu. They are due the day the class begins.

2. Post-Seminar Project

Write an integrative essay (between 5000 and 6000 words) integrating your course reading and class work, describing three things: a] A problem that you have identified in your setting of ministry asking Who has the problem? What exactly is the problem? Why is it a problem? How long has it been a problem? Where is the problem? b] What it is about that ministry that engages your interest? c] What is it that you do not know about the people and ministry setting in which you serve?

In addition to your course reading, you should have the following items on your "Sources Consulted" list at the end of your essay, done in SBL format. It should

include the following: 1] An article from a general reference work relevant to your problem, 2] A monograph relevant to your problem in ministry, and 3] a journal article about your problem in ministry and 4] a thesis or thesis project that is related to the problem that you have identified.

Keep in mind that this exercise is intended to do three things: First, it is an introductory exercise for you to learn new things about research and contemporary research tools. Second, it is intended to give you an opportunity to begin your thinking about a potential topic for your eventual thesis project. Third, this exercise is designed to help you articulate what “*listening*” you have done and not done in your ministry, and what it is that you want to aim for while doing your Doctor of Ministry program.

A brief and tentative statement of the topic of your essay will be requested on Thursday or Friday of the seminar. ***All Post-Seminar Project work is to be submitted to the e-mail address on the front page of this syllabus by September 1, 2012.***

IV. EVALUATION & GRADES

There will be no quizzes or examinations given in the course. Each student’s work will be evaluated on the basis of the expectations articulated above, including evidence of mastery of the required reading and its implications for ministry, (50%), and the Post-Seminar Project (50%). Grades will be based on the following scheme from the University of Durham, UK.

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|------------|--|
| A (95+) | Work in this category will show full and informed coverage of the topic. It reveals awareness of different views and interpretations and the ability to assess and evaluate them. There will be close familiarity with primary and secondary literature and detailed and accurate references. The structure will be clear and coherent and will show development of ideas. There will be mature comment and analysis and an awareness of how the subject fits into the wider picture. The style will show a ‘sparkle’ and lightness of touch, which reflects a genuine engagement with the material. |
| A- (90-94) | This is still excellent work, and will show many of the above qualities, but without the ‘sparkle’ which marks out scripts getting the top award. |
| B+ (87-89) | Work in this category will still show good coverage of the material and an awareness of different views. There will be a clear structure and evidence of the ability to assess viewpoints critically. Coverage will be adequate and comment competent without being outstanding. |
| B (83-86) | This kind of script will offer less incisive analysis of differing viewpoints and less full coverage. Comment and reflection will be adequate but lacking in the penetrating insights of more highly assessed work |
| B- (80-82) | Like category B, this work will show reasonable competence. It is still good work, but it will lack sparkle and show the ability to summarize the opinions of others rather than display originality and unusual insight. It will be accurate and coherent in its structure. |
| C+ (77-79) | This category is marked by reasonable coverage, some awareness of differing views and some ability to comment. It will lack real analytical power and a wide awareness of the place of the subject in a wider context. There will be no serious inaccuracies or gross irrelevance but the abiding impression will be of adequacy rather than competence and of ability to summarize content rather than astuteness in analysis. |
| C (73-76) | Scripts in this category will show reasonable accuracy, basic knowledge of the material and an attempt to structure this, but beyond that will have few positive merits. Scripts will be relevant without imagination or real ability to analyze and comment on differing viewpoints. |

- C- (70-72) This is the lowest category which is deemed a 'pass'. Work assessed at this grade will Show just adequate knowledge of the material, some elementary structure but no comment or analysis.
- D (60-69) Work given this category falls short of the criteria outlined above. Both coverage and relevance will be unsatisfactory and there will be a lack of analysis and comment. Style will be pedestrian and the structure lacking in coherence.
- F (0-59) Work of this grade will show a complete failure. Scripts may be far too short, display complete irrelevance and gross inaccuracy, as well as complete ignorance of opposing viewpoints. Serious failures in grammar, spelling etc. might well be further evidence of work at this level.

This is intended only as a guide rather than as a set of rules. I trust, however, it will indicate what a particular grade means and suggest what steps might be taken to achieve higher grades.

As a rule of thumb:

C grades: are for summarizing the reading (describing well what was said).

B grades: are for summarizing and interpreting the reading (describing and then explaining)

A grades: are for arguments that use summaries and comments (describing, interpreting, analyzing and evaluating what you read)

V. TOPICS TO BE ADDRESSED DURING CLASS SESSIONS

The following is an outline of our time together. The format will be a mixture of lecture, student presentation and seminar discussion. Be prepared to discuss the books, paying particular attention to how the readings intersect with you and your ministry.

- a. Monday: [AM] **Listening to God & leading others::Vision & the Vocation of Ministry)**
 [Book focus: *Good to Great and the Social Sectors*; Discussion focus: How does *vision* guide my ministry?]
- [PM] **Listening to others: Research & Writing:**
 Designing problem statements & formulating research questions
 [book focus: *Ethnography As A Pastoral Practice, Qualitative Data: An Introduction to Coding*]
 [Discussion Topic: What is a Problem in Ministry?]
 Learning to self-assess in a constantly changing context
- Evening [6-9] Dinner and Discussion at Thompson's. Students will be asked to participate in an exercise at the end of the meal focused on building consensus and understanding synergy. Spouses welcome.
- b. Tuesday: [AM] **Listening to yourself [Luke 8:18]**
 [Book focus: *Listening*]
 [Discussion Focus: Listening exercise]
- [PM] **Listening to others**

[Student presentations on *Emerging Church* scenarios. **All** students will be expected to sign up in advance of the class and make a presentation with classmates on one of the 4 scenarios described in the following section entitled **VI. A. Emerging Church Exercise**]

- c. Wednesday: [AM] **Listening to others**
[Conclusion of presentations on *Emerging Church* scenarios]
- [PM] **Listening to Others: Using Library & Internet Resources**
[Susannah Hanson & Library exercise]
- d. Thursday: [AM] **Trust & Serving: Would Jesus Upload?** (HLT)
[Book Focus: *Building Cultures of Trust*. Discussion focus: How does *context* influence my ministry? Students will also make their first attempts at writing a problem statement & get group feedback]
- [PM] **Leading: Spiritual Life & Leadership: polarity management**
[Book focus *Polarity Management* (*not required reading*)
Discussion Topic: How do we manage the polarities of our lives & ministries?; further work on student problem statements]
- e. Friday: [AM] **Writing: Format matters!**
[Barb Linville – SBL Format basics & Style issues]
[Chris Klukas & *Zotero* utilization]
[Class Evaluations]
- [PM] Final Group Feedback on problem statements
If time permits -Thesis Project Proposal template explained

VI. A. EMERGING CHURCH SCENARIOS EXERCISE

Each student should choose and sign up for one of the four scenarios on *Emerging Church* culture below. You will be expected to work with classmates to present and lead a presentation approximately 20 minutes in length. An additional twenty minutes will be scheduled for questions and feedback from the whole class. Use of web sites and creative media resources is encouraged. Please note the resource list following this section. The TSM Information Technology Department will be prepared to assist with on-line projection in the classroom provided you let them know your needs beforehand. When you have chosen your topic, contact Geoff Mackey at gmackey@tsm.edu who will set up your participation on-line with the other students who have chosen your topic. Also, Geoff can walk you through how to use the Edvance360 software and the group-discussion function on it. This will allow you an easy way to communicate with your group and plan your presentation strategy. You should do this *as soon as possible*, ideally no later than a month before class. This will give you time for proper preparation.

This class has significantly less reading than other DMin classes so as to give you this time for researching books on *Emerging Church* subjects OR to exploring web sites and cyber media that

will be helpful around your subject. Remember that *Emerging Church* folk frequently think and express themselves in non-linear modalities – but also remember your professor is an old man who needs to make some linear connection points!

I have asked the Rev'd Paul Donison to serve with me as teaching assistant in the class, and he has been instrumental in helping me formulate this exercise. So please feel free to consult with him by email (paul.donison@gmail.com). Another DMin student at TSM who is a published and well-respected Emerging Church author is Holly Rankin Zaher (happydaydeadfish@gmail.com). She might be helpful and willing to advise on ideas and resources, as she has done in advising us on the web site lists. When she did a last minute presentation to all the directors of DMin programs (ADME-Association for Doctor of Ministry education) in 2005, she was heralded as the most effective and creative educator of the conference and the best of four speakers.

Here are some considerations for your presentations:

1. Include implications in your presentation that can help people locate their topic in their realms of reality.
2. Have at least three questions ready if no one asks questions.
3. Ask the other participants to fill out a response sheet that leads them through the observation, interpretation, and application categories which prime the pump for discussion. (I ask what did you hear? What did you think? What do you wonder?)
4. Give the participants 2-3 min after each presentation to form a question. This gives those introverts time to actually come up with a question.

Topic One – Baptism & catechesis – Who needs heaven & hell?

You are a pastor of a suburban church in Birmingham, Alabama. A young parishioner (a junior in high school) who has been attending your church for two months announces that she has come to faith and she would like to join the church as a member. You are pleased. She would like to share her testimony with the church and wonders when she might do this. She explains that a significant factor in her coming to faith was the tolerance and inclusive attitude of the church. She is happy she does not have to be baptized, nor does she have to believe that heaven or hell is anything but what we experience in our lives here and now.

How will you respond? What is your pastoral strategy for discipling her? How will you lead her to baptism? What will you permit her and what will you address as a problem? How do you explain basic Christian theology to her? *Clue*: Look at the recent writing and blogs of Rob Bell.

Topic Two – Apologetics & Scriptural Hermeneutics -Who needs linear thought and logic?

You are a leader of the Adult Christian education class, and you are discussing the logic of the Christian belief in a physical resurrection as you look at 1 Corinthians 15 with the class. One of the most astute members of the class, a recent *Summa Cum Laude* graduate of a top Ivy

League university, is becoming increasingly agitated. She finally bursts out: “You are looking at the Scripture in the wrong way. Rather than discuss what is right and wrong, you need to explore what the Apostle Paul was *feeling* as he talked. After all he was in a *relationship* with the Corinthians and you don’t seem to be addressing this at all in how you are interpreting the chapter!”

How can you respond to her in a helpful way? *Clue:* Explore how you might use icons and imagery without compromising your commitment to objective truth. Look up the works of Holly Rankin Zaher or Mark Galli.

Topic Three – membership and integrity: Who can I trust? To whom do I commit?

You are visiting people for the annual stewardship campaign of the church. You are particularly pleased that one of your visits is to a person who has been very active in the congregation – he has helped with the youth ministry, he has coordinated volunteers for the food cabinet ministry, he is a *Stephen* minister with the elderly and he sings in the choir. You think this will be an easy visit. But you are surprised when you sit down with him to discover that he does not think he trusts the church *yet*, and therefore feels he should delay any commitments to the congregation. He does not believe that any commitment should be made until the church earns his trust.

How can you respond to him in a helpful way? *Clue:* How might you use a blog to give opportunity for discussion? How do *Emerging Churches* understand relationship? Is it consistent with biblical understanding? Show that you understand the concern for authenticity. Explore the writings of Jim Belcher in *Deep Church*.

Topic Four – evangelism – How can I get their attention?

You are the chair of the parish Evangelism committee. You have offered two *Alpha* Courses. But almost nobody signed up. One person tells you that the program is too didactic and apologetically focused; the parish needs to reach out more creatively and in such fashion that people can walk in more slowly.

How can you respond in a helpful way? *Clue:* What kind of trailer could you put on *YouTube*? You might consider Donald Miller’s book *Searching for God Knows What* as a start.

VI. B. RESOURCES FOR EMERGING CHURCH SCENARIOS EXERCISE

*Note: the emerging church is far from monochromatic in their beliefs and practices. Please know that while all of these are voices from that world, many would disagree with each other.

Websource List

Background

http://tallskinnykiwi.typepad.com/tallskinnykiwi/2005/11/best_book_on_th.html

<http://tallskinnykiwi.typepad.com/tallskinnykiwi/2011/08/the-emerging-church-movement-or-conversation.html>

There seem to be several streams found in the emerging church. Here are the main ones:

Emergent Village:

<http://emergentvillage.org/>

<http://www.patheos.com/blogs/emergentvillage/>

Missional Church:

<http://www.friendofmissional.org/>

<http://forgeamerica.com/>

Alternative Worship:

<http://www.alternativeworship.org/>

http://jonnybaker.blogs.com/jonnybaker/worship_tricks/

New Monasticism:

http://www.huffingtonpost.com/2010/09/24/christians-new-monasticism_n_738729.html

<http://jonathanwilsonhartgrove.com/>

People associated with the emerging church who have never identified themselves with it:

Rob Bell

Donald Miller

Topic One: Baptism and Catechesis

Andrew Jones aggregates some of the hype surrounding Rob Bell's book, *Love Wins*, which stirred loads of conversation about heaven/hell:

<http://tallskinnykiwi.typepad.com/tallskinnykiwi/2011/03/southern-seminary-rob-bell-al-moher-panel-love-wins-hell.html>

Popularized conversation with N. T. Wright about heaven/hell, a view many in the emerging church have read/wrestled with.

<http://www.time.com/time/world/article/0,8599,1710844,00.html>

Topic Two: Apologetics & Scriptural Hermeneutics

Popularized article on the concept of embodied apologetics:

<http://www.relevantmagazine.com/god/church/blog/702-the-embodied-apologetic>

Some thoughts on interpretation:

<http://theimageoffish.com/2009/11/16/postmodernity-hermeneutics-and-the-second-naivete/>

Topic Three: membership and integrity: Who can I trust? To whom do I commit?

<http://www.emergingchurch.info/reflection/christaylor/trust.htm>

<http://spiritfarmer.com/2011/12/why-the-emerging-church-still-matters-part-1/>

(There is very little written about this topic. Many emerging churches do not have formal “memberships” for a variety of reasons. But within the new monasticism, there is a deep level of commitment and many take vows.)

Topic Four: evangelism – How can I get their attention?

Alan Hirsch defining a missional approach and what that has to do with evangelism:
<http://www.christianitytoday.com/le/2008/fall/17.20.html>

While Off the Map has recently announced it was closing, it has been a brilliant place for those who wish to give space to the questions found outside the church. The site is still up and worth poking around.
<http://offthemap.com/>

VII. REQUIRED READING: Everyone is expected to read the following pages:

RESEARCH & LEADERSHIP

Moschella, Mary Clark. *Ethnography As A Pastoral Practice: An Introduction*. Cleveland: Pilgrim Press, 2008. 288 pages. ISBN-13: 978-0829817744.

Aim of Reading: To introduce you to qualitative research using ethnography as an instrument of research. This book is especially helpful in showing readers how their research can work collaboratively with their actual pastoral ministry.

Auerbach, Carl F., and Silverstein, Louise B. *Qualitative Data: An Introduction to Coding and Analysis*. New York: Univ. Press, 2003. 199 pages. ISBN 978-0-8147-0695-4.

Aim of Reading: To give you a head start on ways to gather and organize your field research as you look towards your eventual thesis project. This book has become increasingly valuable to D Min students in our program as it makes organizing and coding data understandable.

TRUST & LEADERSHIP

Marty, Martin E. *Building Cultures of Trust*. Grand Rapids: Wm. B. Eerdmans Publishing Company, 2010. 212 pages. ISBN 0-8028-6546-1/ISBN-13 978-0802865465.

Aim of Reading: To provide a systematic and biblical reflection on the subject of trust and leadership. Marty states: “The Bible is mainly a textbook of examples and cautions about the *risk* of trusting” (50). The first 97 pages will be the focus of our discussion.

VISION & LEADERSHIP

Collins, Jim. *Good to Great and the Social Sectors: A Monograph to Accompany Good to Great*. 1st ed. New York: HarperCollins, 2005. 35 pages. (Audio also available).

Aim of Reading: To help you see how Collins' model applies to non-profit work. His model has been perhaps the most significant change factor in all of the leadership materials in the past ten years, and the monograph reflects the impact he has made on the social sectors.

Jim Collins presents an understandable model of research and shows us how we can explore a problem for Doctor of Ministry Research. Highly recommended if you have not read.

LISTENING

Long, Anne. *Listening*. London: Darton, Longman & Todd. 1990. 187 Pages. ISBN 0-232-51834-3.

Aim of Reading: To provide an opportunity to think about "listening and learning to hear in the context of our daily lives" (Long xiii). Ministry frequently becomes so hectic and demanding that leaders begin to fail to listen, to themselves, to others, to others, to their world and to God. This book challenges Christian leaders to refocus and hone listening abilities and skills. The author, Anne Long, is a minister of the Church of England who teaches at St. John's, Nottingham.

EMERGING CHURCH (approximately 600 pages of reading and/or equivalent time in the *cyberworld* preparation for the Emerging Church Exercise described in section VI.A.)

VIII. OTHER RESOURCES: None of these is required. They are provided as a helpful list.

Myers, William. *Research in Ministry: A Primer for the Doctor of Ministry Program*. Studies in Ministry and Parish Life. 3rd ed. Chicago, Ill.: Exploration Press, 2000. 85 pages. ISBN 0-913552-63-1. *This book frequently drops out of print; we have been given permission for copies to be made and will send you one if you wish.*

Aim of Reading: To provide a clear and concise resource that explains the nature of research in the Doctor of Ministry Program. This book has become a core text and is essential in understanding the degree and what is necessary to write a successful DMin thesis project. You will refer to this in your last course as well, so keep it close to learn, mark and inwardly digest!

Allison, C. FitzSimons. *Trust in an Age of Arrogance*. Eugene: Wipf & Stock, 2010. 180 pages. ISBN 13:978-1-60608-555-4.

Aim of Reading: To engage Bishop Allison's thinking on the intersection of the misplaced trust of our age in the environment of Sadducean arrogance and Pharisaical self-righteousness.

Collins, James C. *Good to Great: Why Some Companies Make the Leap--and Others Don't*. 1st ed. New York: HarperBusiness, 2001. 300 pages. ISBN 978-0-06-662099.

Aim of Reading: To expose the reader to a book that has become a classic on leadership issues. Jim Collins presents an understandable model of research and shows us how we can

explore a problem for Doctor of Ministry research. Highly recommended if you have not read.

Covey, Stephen M.R. *The Speed of Trust: The One Thing That Changes Everything*. New York: Free Press, 2006. 354 pages. ISBN-13: 978-0-7432-9730-1. [Read only 1-135, 233-322].

Aim of Reading: To examine the significance of trust for society, church and Christian leadership. In the turbulence of our times, Covey argues that nothing is more crucial to leadership than in understanding what trust is and creating an environment of trust in which people can function. Although the text is written for a broad audience, the application for ministry is hopefully obvious.

Gibbs, Eddie. *Leadership Next*. Downers Grove: IVP, 2005. 230 pages. ISBN 0-8308-3283-1.

Aim of Reading: To redefine leadership in ministry today. In the words of Dr. Gibbs, it must go “beyond. “preserving the inherited institution,.. ideology-driven evangelism, ..dispensing information, ..the controlling hierarchy, personal self-realization, ..the inwardly-focused church.” This book focuses on a new approach to ministerial leadership.

Johnson, Barry. *Polarity Management: Identifying and Managing Unsolvable Problems*. Amherst: HRD Press, 1992. 267 pages. ISBN 0-87425-176-1.

Aim of Reading: To provide a way in which to look at “balance” in Christian life and leadership. This book was written by a Professor of Organizational Development and Human Resource Development at the University of Toledo and has been popular among the consultants for the Alban Institute. Its thesis has been the most helpful concept to the course professor in his parish ministry and congregational leadership over the past twenty five years.

McNeal, Reggie. *A Work of the Heart: Understanding How God Shapes Spiritual Leaders*. San Francisco: Jossey-Bass, 2000. 203 pages. ISBN 978-1-118-10318-0.

Aim of reading: To help readers “look under the hood, at the engine of our lives and leadership-our heart-and show(s) us what it takes to lead with increasing clarity and confidence...” (Zander).

Miller, Donald. *Blue Like Jazz*. Nashville: Thomas Nelson, 2003. 243 pages. ISBN 0-7852-6370-5. [If you have already read this book, any title by Rob Bell, Donald Miller or self-identified ‘Emerging Church’ is fine as a replacement].

Aim of Reading: To examine Emerging Church thinking and the frustration of so-called post-evangelicals as they wrestle with forms and structure they find frustrating and irrelevant. This book commended itself when the course professor challenged an ordinand to “submit and play the symphonic script of the orchestra” – the response came quickly, “but the Church in which I serve plays jazz, not symphonies.” It is a popular and influential book on the topic of grace.

Thrall, Bill & Bruce McNicol, and Ken McElrath. *The Ascent of a Leader: How Ordinary Relationships Develop Extraordinary Character and Influence*. San Francisco: Jossey-Bass,

1999. 203 pages. ISBN 978-0-7879-4766-8.

Aim of Reading: To present a process for developing character and influence in your ministry.