COURSE SYLLABUS

COURSE DESCRIPTION
The primary goal of the course is to create a transformational peer learning environment in which self-leadership and other-leadership are integrated fully with Pentecostal spirituality. Significant time is also spent orienting the participants to the unique dynamics and requirements of Doctor of Ministry education. The course requires the implementation of a three-month self-development plan.

COURSE OBJECTIVES
This course equips the participant to:
1. Perceive the impact of integrating Pentecostal spirituality into the leadership arts
2. Assess leadership attributes in both self and others
3. Compose a statement of personal values and vision
4. Develop and implement a consistent program of leadership self-development based on course materials
5. Evaluate the interior life for signs of growth and health and intervene to correct deficiencies
6. Explain both the history and current understanding of major leadership theories and models
7. Maximize the course content to ensure an optimal D.Min. experience by receiving a basic orientation to the program

COURSE METHODOLOGY & SCHEDULE
The course employs a variety of teaching methods including lecture, dialogue, small group interaction, personal assessments and reflection, as well as reading and writing assignments to facilitate the discovery and integration of the subject matter.

The course meets Monday-Friday. Hours: Monday: 1:00p.m.–5:00p.m.; Tuesday–Thursday: 8:00a.m.-5:00p.m.; Friday: 8:00a.m.-noon. (AGTS generally requires an orientation to the D.Min. program on Monday morning.)
COURSE OUTLINE

Unit I  Who Am I?
Included in this unit is an introduction to the cohort, the doctoral program, and various expectations.

Unit II  The Credible Leader: Earning Other-Leadership

Part 1: Who is a Christian leader? (Defining Question: Am I worth following?)
Part 2: What is Christian leadership? (Defining Question: What do Christian leaders offer that the smartest atheist in town cannot?) Included in this unit are the following:
A) What Is It Like to be Led by Me?
B) Leadership Theories and History
C) Leadership Models and Metaphors
D) Leadership Skills and Styles
E) Leading Laterally and Upward

Unit III  How Has Followership Changed? (Defining Question: What is different these days?)

Unit IV  The Spirit-Filled Leader: Developing a Pentecostal Leadership Spirituality
(Defining Question: Do we make it happen or let it happen?)
A) Power, Process and a Third Way
B) Adventuring with the Holy Spirit
C) The Life of Connecting with God
D) Scriptural Perspectives Regarding the Spirit’s Work in Leadership
E) Roles in the 5-fold Ministry

Unit V  The Led Leader: Practicing Self-Leadership (Defining Question: Am I worth following?)

Part 1: Moral Integrity in Ministry (Defining Question: How does who I am influence those I lead?)
Part 2: Being Safe in the Led Life (Defining Question: What must I put into place to stay healthy and spiritually intact in every way?)

COURSE REQUIREMENTS

1. Pre-Session (200 total points)

a. Read: The reading will be completed in three different sections. Read ALL of the following to total 1,850 + pages (see Pre-Session Reading): 1) Do all of the common Required Reading of 1,143 pages. 2) Also, read one book of your choice from the Spiritual and Leadership Discovery listing and complete testing and exercises related to that book. 3) Finally, read at least one book from each of the other three lists: The
Other-Leadership list, the Self-Leadership list, and the Leadership Spirituality list with a total of at least 650 pages read from those lists combined. Participants will submit a reading report (attached) on the first 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. If you have already read one or more of the Required Reading books, substitute books may be chosen from the other lists.

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 give a brief oral presentation of your paper during one of the class sessions (30 points). The paper (70 points) will be turned in during the first day of class. It is preferable to use Turabian 8th edition to footnote as well as the AGTS D.Min. paper template (available on the AGTS website under Doctor of Ministry resources). There will be no deduction for this first paper, however, if this is not followed, though there will be a deduction for post-session papers in this regard. (100 points total)

c. **Spiritual Assessment and Analysis**: On the web go to the following site and take all or most of the tests: [http://assess-yourself.org](http://assess-yourself.org). Score your own tests and study the results.

d. **Additional Assessment**: Go to the following websites. Choose at least two of these sites and take the spiritual assessment tests provided:

- [http://elmertowns.com/spiritual_gifts_test](http://elmertowns.com/spiritual_gifts_test) (Elmer Towns, Spiritual Gifts Assessment)
- [http://www.umc.org/site/c.lwL4KnN1Lth/b.1355371/k.9501/Spiritual_Gifts.htm](http://www.umc.org/site/c.lwL4KnN1Lth/b.1355371/k.9501/Spiritual_Gifts.htm)
- [Leading from Your Strengths at http://www.ministryinsights.com](http://www.ministryinsights.com)
- [https://www.unicelyou.com/about.php](https://www.unicelyou.com/about.php) (Dr. Mels Carbonell)
- [http://www.cce-global.org/org/bemis](http://www.cce-global.org/org/bemis) (Behavioral Management Information System, Center for Credentialing and Education).
- [https://www.gallupstrengthscenter.com/Purchase](https://www.gallupstrengthscenter.com/Purchase) (Gallup/Clifton StrengthsFinder. There is a fee for this test.)
- [http://www.humanmetrics.com/cgi-win/jtypes2.asp](http://www.humanmetrics.com/cgi-win/jtypes2.asp) (This is a free Myers Briggs test.)
- [www.insightsinternational.com](http://www.insightsinternational.com) Leading from Your Strengths (Costs some $ but students felt it was worth it.)

You will incorporate these various findings from c. and d. above in the second post-session writing project (What Is It Like to Be Led by Me?). Also, include in that writing project the insight and information you received from the book you selected and the assessment(s) you completed in the Spiritual and Leadership Discovery section. Additionally, you should be prepared to discuss your learning in class. Bring along the results of your findings to the class.
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.

c. **Writing Workshop**: Dr. Lois Olena will deliver a writing workshop during class time. This session will provide you with resources, tools and instruction that will position you for success in writing your papers throughout your academic journey. **To further aid you in developing your writing skills and to acquaint you with the expectations of writing at the doctoral level, you are required to submit your “Pentecostal Spirituality” post-session paper to her by November 20, 2017, at our current D.Min. editors’ rate.** Dr. Olena’s chosen editor will provide helpful evaluation and feedback of value for your future writing. Bring along a piece of your writing for this session. See **Writing Process: Coaching and Editing** below on page 7-8 for more details.

3. Post-Session Requirements (800 total points)

a. **Personal Retreat:** Prior to beginning the second post-session writing project, each participant is required to take an individual spiritual retreat of at least one day (24 hours) in length. The purpose of the retreat is prayer, Scripture study and meditation, journaling, and reflection on the participant’s life and ministry. This is to be a time of disconnection from the outside world, offering God an opportunity to speak to us about our leadership and our lives. Reflections developed during the personal retreat should be integrated into the second post-session paper.

b. **Accountability Partner:** All course participants are required to maintain or begin a rigorous and regular accountability relationship (outside of their home) **in order to pass the course.** This relationship may be either with a trusted individual or with a group. The existence and effectiveness of the relationship will be reported in the second post-session writing project.

c. **Post-Session Writing Projects** (800 points):

In writing these two projects, refer only to essential sources and Scriptures, but these are **not** primarily library research pieces. I am looking for what you think and why, not for your ability to quote what someone else thinks. That being said, some quotations are allowed and appreciated for the sake of creativity.

1) **Pentecostal Spirituality:** This 10-page paper should deal with the question of what it means to lead “Pentecostally.” That is, to what extent, if any, does Pentecostalism contribute uniquely to the leadership arts for individuals and organizations? For example, do we “make it happen” or “let it happen?” (300 points).
Due date: postmarked no later than December 11, 2017.

[I am not looking for a repetition of our class discussion, a defense of Pentecostal doctrines, a spiritual autobiography, or a sermonic recitation of Pentecostal virtues. Rather, write a thoughtful and practical treatment of how Pentecostalism influences the art of leading.]

1) Leadership Development: This 20-page paper deals with the question, “What is it like to be led by me?” (500 points). Utilize the outline provided exactly in this order.

Due date: postmarked no later than January 12, 2018.

Evaluate your life as a leader in terms of the following:

Part I. Leadership and Spirituality Self-evaluation:
   A. Identify your major leadership strengths and skills
   B. Identify your dominant leadership style(s)
   C. Evaluate your present influence and effectiveness with relevant groups as they relate to your styles and strengths/weaknesses.
   D. Report on your learning from the Personal Retreat, (see “3.a” above), especially with regard to issues of character and spirituality.
   E. Report your learning from the surveys and assessments you took online. Include your thinking regarding your spiritual wholeness and state of your soul as evidenced through your reflection in class and from readings. Also, include the insight you received from the book you selected on the Spiritual and Leadership Discovery list and the assessment you completed in reading that book. Footnote assessments and surveys.
   F. Draw conclusions in a summarizing section regarding your leadership and spirituality self-evaluation. Areas of desired growth should be clearly identified. These should then be noticeably addressed in your Growth Plan detailed in Part II.

[Use evaluations done in readings, in class, as well as those done prior. However, be sure to interpret the findings; that is, don’t just report scores from various evaluations; tell me what they mean, why, and whether you agree with them.]

Part II. Leadership Self-Development Plan: Prepare a three-month self-development plan that includes the following:

   A. A Personal Vision Statement (with explanation)
B. A Personal Values Statement (with explanation)

C. Detailed Growth Plan for Leadership Self-Development. Everything in the paper has led up to this part so do not short-change it. This should be a clear, well-forged-out, and thoughtful plan for enhancing your leadership strengths and improving on weaknesses. Be specific and creative. Make it useful and worthwhile for you personally. It should relate directly to what you learned in Part I, especially each of your areas of desired growth (Part I, F).

1. Provide information regarding the Growth Plan itself. It should be creative and substantial. It should also be specific and detailed enough so you can clearly evaluate your growth.

2. Identify the resources to be used to support your Growth Plan

3. Explain how you will measure and evaluate your progress

4. Describe how your plan is consistent with your Personal Vision and Values

D. Report on the nature and effectiveness of your accountability relationships.

[See Post-Session Accountability Partner “3.b” above.]

Post-Session Writing Project Evaluation:
All portions of the assignments/papers as prescribed in the syllabus must be included or points will be reduced accordingly. That being a given, writing will be assessed as follows (the first number in parentheses is for post-session paper #1 and the second number of points is for post-session paper #2):

1. **Cogency:** Are the major assertions clear, specific, and adequately supported by evidence, information, data and/or reasoning? (50/100 points)

2. **Creativity:** Do the major themes represent engaging, original thinking? Are the ideas presented in fresh ways with anecdotes, simile and metaphor, or other new and insightful ways of seeing things? Although neither of these is a research paper per se, each should still have interesting and relevant outside quotes. Are these included? (50/75 points)

3. **Depth:** Are the ideas in the paper important and substantial? Does it evidence reflective thinking? Does it delve into ideas and take the subject matter past the point of shallow and trite ideas? Does the student evidence transparency, authenticity, and a depth of personal analysis (especially on the second post-session paper)? Are all the sections covered well in the second paper? (50/125 points)

4. **Quality:** Is the use of language clear, compelling, and professional? Is the writing well done technically? (50/100 points)
5. **Organization** Does the paper have a clear structure and a progressive development of ideas? Does the introduction lead the reader into what to expect in the paper, and does the conclusion do a good job of concisely grasping the main ideas in the paper in a memorable way? (50/50 points)

6. **Style**: Does the paper conform to the *Turabian* manual, 8th edition? Is the AGTS website Doctor of Ministry paper template followed carefully? Are all resources utilized cited appropriately, including all of the assessments and surveys in the second post-session paper? (50/50 points)

**Writing Process:**

1. **Coaching and Editing**: The *Pentecostal Spirituality* post-session paper #1 is required to be submitted to the Writing Coach before being turned in to the professor. **This paper is due to the Writing Coach four weeks following the first day of class (November 20, 2017).** The purpose of this requirement is to assess the quality of the participant’s writing so that corrective measures may be taken if necessary and also to provide a coaching/editing experience that will catalyze good writing in the *Leadership Development* post-session paper #2 and in other writing throughout the remainder of the program. The Coach will charge the participant at the going rate per hour, with the average paper costing $60-$75. Late papers will receive an additional charge. Editing costs are not included in the Program Fee. Contact information for the Writing Coach will be distributed in class.

   Core 1 is the only course for which coaching/editing is mandatory unless the quality of the writing fails to meet minimum standards. In this case, coaching/editing may be required until the writing improves sufficiently. Optional editing services (charged per hour) are available for all other classes. Contact information for editors is available from the D.Min. Office (lolena@agts.edu or 417-268-1084).


   Also see the AGTS website for the Doctor of Ministry Paper Template which should be followed carefully. Both of the post-session papers should utilize the form for a long paper (i.e., using PARTS, etc.).

3. **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.
4. **Submitting Your Paper:** Hardcopies of both completed post-session writing projects must be mailed to the professor. *Do not use e-mail to submit your paper unless you are an international student.* Furthermore, it is essential that you include a self-addressed, stamped envelope large enough to return your paper to you.

5. **Title Page and AGTS D.Min. Paper Template:** All papers should include a cover sheet with title, course information, name, address, and e-mail address in the AGTS D.Min. paper template format. This template should be followed carefully in all aspects. See the following AGTS website link: [https://www.agts.edu/dmin/project/samples_templates.html](https://www.agts.edu/dmin/project/samples_templates.html)

6. **Mailing Instructions:** Send along a self-addressed, stamped envelope with each of your post-session papers so they can safely be returned to you. Include adequate return postage and select a return envelope that seals easily and well and is large enough to hold your paper adequately.

   **Do NOT send any papers at all to me by special delivery for me to sign. (NO certified mail, etc.)** Any such papers will remain at the post office until they are returned to you by USPS or other carrier and late scores will apply.

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**DUE DATES**

A hardcopy of the Pentecostal Spirituality post-session paper must be delivered to the professor’s address postmarked no later than **December 11, 2017**. The Leadership Development post-session paper must be delivered to the professor’s address postmarked no later than **January 12, 2018**. After Core 1, all future post-session work will be completed and due no later than 60 days following the last day of the course.

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**COURSE GRADING**

Expectations are high. An “A” is awarded for excellent work, a “B” for a good effort; a “C” is marginal, etc. Grading is a composite of points earned in each phase of the course:

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<thead>
<tr>
<th>Component</th>
<th>Points</th>
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<tbody>
<tr>
<td>Pre-Session Reading:</td>
<td>100</td>
</tr>
<tr>
<td>Reading Reflection Paper and Presentation:</td>
<td>100</td>
</tr>
<tr>
<td>Pentecostal Leadership Post-Session Project:</td>
<td>300</td>
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<tr>
<td>Leadership Development Post-Session Project:</td>
<td>500</td>
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<tr>
<td><strong>TOTAL:</strong></td>
<td><strong>1000</strong></td>
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All grades will be awarded using the AGTS D.Min. Grading Scale:

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<thead>
<tr>
<th>Grade Level</th>
<th>AGTS Grading System</th>
<th>Dr. Tennant’s Point System</th>
</tr>
</thead>
<tbody>
<tr>
<td>A or A+</td>
<td>Superior</td>
<td>4.0</td>
</tr>
<tr>
<td>A</td>
<td>3.7</td>
<td>939 - 900</td>
</tr>
<tr>
<td>B+</td>
<td>3.3</td>
<td>899 - 870</td>
</tr>
<tr>
<td>B</td>
<td>Satisfactory-</td>
<td>869 - 840</td>
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<tr>
<td>B-</td>
<td>3.0</td>
<td>839 - 800</td>
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**PTH 901/Cohort 37**                         **October 23-27, 2017**
LATE WORK
In extreme circumstances, extensions may be requested from the professor. (It is the student’s responsibility to communicate with the professor.) Each week beyond the due date by which the post-session project is received will reduce its score by one letter grade. Grade deduction for late work is at the discretion of the professor. The maximum extension is 90 days from the original due date. *(Note: If granted, an extension fee of $50 will be applied to the student’s account, and a $30 change of grade fee will be applied when the grade is changed.)*

CELL PHONE POLICY
Please turn off cell phones before the beginning of class. Out of respect for your fellow participants, as well as the professor, please do not talk on the phone or text during class.

NON-DISCRIMINATORY LANGUAGE
Participants should use non-discriminatory language in all written and spoken communication in this class. For specific guidelines, see the Student Handbook at:

ACADEMIC INTEGRITY
It is assumed that students at AGTS will endeavor to be honest and of high integrity in all matters pertaining to Seminary life. A lack of respect and integrity is evidenced by cheating, fabricating, plagiarizing, misusing facilities, removing books and other property not one’s own and disrupting classes.

“Cheating is defined as intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise. It is assumed that whatever work is
submitted is the student’s own work and is new work for that course. Fabrication is defined as intentional and unauthorized falsification or invention of any information or citation in an academic exercise or form. Plagiarism is defined as representing the words or ideas of another as one’s own in any academic exercise. One who facilitates any of the above is equally responsible with the primary violator.”[1]

Penalties may include restitution, an "F" on an individual paper, exam, or course; loss of campus employment; disciplinary probation; removal from extracurricular activities; and suspension. AGTS Student Handbook.

DISABILITY ACCOMMODATION
As defined in Section 504 of the Rehabilitation Act of 1973, the Assemblies of God Theological Seminary at Evangel University is committed to the provision of reasonable accommodations for students with disabilities. If participants believe they qualify for accommodations, they should contact the AGTS Student Life Office, Room 218, telephone extension 8881.

COURSE COMMONS
This course will use Evangel’s learning management system, Course Commons, powered by the Canvas Learning Management System. Login to the Student Portal (see www.agts.edu) and click on the Course Commons tab located on the left side of the screen. See https://help.evangel.edu/hc/en-us/articles/202448915-Course-Commons for more information.

AGTS MISSION STATEMENT
The purpose of AGTS is to train men and women to fulfill the mission of the church as taught in Scripture—Shaping servant leaders with knowledge, skill and passion to revitalize the church and evangelize the world in the power of the Spirit.

EVANGEL MISSION STATEMENT
Evangel University is a comprehensive Christian university committed to excellence in educating and equipping students to become Spirit-empowered servants of God who impact the Church and society globally.

SPECIFIC DATA
Syllabus prepared by Dr. Carolyn Tennant, March 2017

PRE-SESSION READING

**Required Books (Read All—1,143 pages)**


**Spiritual and Leadership Discovery Books (Select one)**


Thomas, Gary L. *Sacred Pathways: Discover Your Soul’s Path to God*. Grand Rapids: Zondervan, 2010. (272 pages)
Read at Least 650 Pages from the Following Three Lists, But at Least One Book Per List:

I have inserted an asterisk (*) in front of recommended books other students have particularly enjoyed, but there are plenty of other good ones in this list.

Other-Leadership Books (Select at least one)


**Self-Leadership List (Select at least one)**


Clinton, J. Robert. *The Making of a Leader: Recognizing the Lessons and Stages of Leadership*


*De Young, Kevin. Crazy Busy: A (Mercifully) Short about a (Really) Big Problem. Wheaton: Crossway Books, 2013 (128 pages)


___________. *The Emotionally Healthy Leader: How Transforming Your Inner Life Will Deeply Transform Your Church, Team, and the World.* Grand Rapids: Zondervan, 2015. (326 pages)


**Leadership Spirituality List (Select at least one)**


*__________. *Invitation to Solitude and Silence: Experiencing God’s Transforming Presence.* Downers Grove: InterVarsity Press, 2010. (166 pages) (Read no more than two Haley books total for this course.)


Cotton, Roger. “Numbers 11 and Doing a Pentecostal Biblical Theology of Church Leadership.” [available online]  
http://www.agts.edu/faculty/faculty_publications/articles/cotton_numbers_11.html


Mulholland, Jr., Robert M. Invitation to a Journey: A Map for Spiritual Formation. Downers Grove: InterVarsity Press, 2009 Kindle ed. Also available in print. (173 pages)


AGTS Doctor of Ministry  
PTH 901 Reading Report

**Name** (Please print): ____________________________________________

Verify the portions of the assigned “Pre-session Reading Lists” you have read for this course. (Where substitutions have been made, note accordingly.) *This form is to be turned in on the first day of the class.*

### I. Required common reading:

<table>
<thead>
<tr>
<th>Author</th>
<th>Pages Read for Section</th>
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<tbody>
<tr>
<td>Barton</td>
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<td>Miller</td>
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<td>Nouwen</td>
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<td>Ortberg</td>
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<td>Tennant</td>
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**Total of required books in Section I: 1,143 pages**

### II. One selected Spiritual and Leadership Discovery book:

________________________________________

**Total of pages read for Section II:** ________

### III. Read a minimum of 650 pages from these three areas with at least one book per category in order to complete Section III.

#### Area 1: Other-Leadership books

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#### Area 2: Self-Leadership books

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**PTH 901/Cohort 37**  
October 23-27, 2017
Area 3: Leadership Spirituality

Pages Read

Total of choice reading for Section III (at least 650 pages): _________

I certify I have read all of the books listed above:

Signature: __________________________________________

Printed Name________________________________________

GRAND TOTAL PAGES READ FROM SECTIONS I, II and III: _______________ pages This should be a grand total of at least 1,850 pages.

Points Awarded by Professor: __________