

1-1-2009

## CL 692 Multiple Staff Ministry

James Hampton

Follow this and additional works at: <http://place.asburyseminary.edu/syllabi>

---

### Recommended Citation

Hampton, James, "CL 692 Multiple Staff Ministry" (2009). *Syllabi*. Book 142.  
<http://place.asburyseminary.edu/syllabi/142>

This Document is brought to you for free and open access by the eCommons at ePLACE: preserving, learning, and creative exchange. It has been accepted for inclusion in Syllabi by an authorized administrator of ePLACE: preserving, learning, and creative exchange. For more information, please contact [thad.horner@asburyseminary.edu](mailto:thad.horner@asburyseminary.edu).

## Syllabus

**Course:** CL692 W1 (SP 2009)  
**Title:** Multiple Staff Ministry  
**Hours:** 3.00  
**Published:** Yes, on 11/14/2008  
**Prerequisites:**

*None*

**Department:** Christian Leadership  
**Faculty:** Dr. James Hampton



Email: [james.hampton@asburyseminary.edu](mailto:james.hampton@asburyseminary.edu)  
 Office: FM  
 SPO: 932

### Meetings:

During 02/09/2009 to 05/22/2009 on Tuesday from 1:00p to 3:45p in FM104.

**Maximum Registration:** 18  
**Catalog Description:**

**Objectives:**  
 Multiple Staff Ministry

**CD / CL / YM 692 – Multiple Staff Ministry Issues  
 Spring 2009**

School of Practical Theology  
 Associate Professor: Jim Hampton  
 Office Hours: T 10am-11am; W 1pm-3pm; or by appointment  
 Office Phone: 859-858-2367

T – 1:00-3:45 p.m.  
 Room: TBD  
 3 hours credit  
 E-mail: [James\\_Hampton@asburyseminary.edu](mailto:James_Hampton@asburyseminary.edu)

Society's preoccupation with power and control often creeps into staff relationships, distracting us from our primary task—serving people—and turning our energies to secondary things such as buildings, budgets, and recognition. When egos become enmeshed in in-house politics, we can miss opportunities to help those in need and disciple those hungry for the Lord.  
 -- Wayne Jacobson, "Seven Secrets for Staff Conflict", Leadership, Spring 1983

### I. WELCOME

I am so glad you are taking this class. After spending nearly ten years as an associate minister, and having spent an

additional ten years working as a consultant with church staffs, I have come to the conclusion that much of the agony that folk face as a staff member could be avoided. That is the purpose of this class—to help you not only avoid the potential pitfalls of serving as a staff member, but to also discover the principals necessary to thrive in your role.

## II. COURSE DESCRIPTION:

This seminar course provides an in-depth study of the theory of multiple staff ministry, the psychology of inter-staff relationships and various approaches to the responsibilities of associates ministering in the local church. Attention will be given to principles of leadership, personal disciplines and priorities, motivations, methods by which the multiple staff is administered, job descriptions, employment procedures, the role of the senior pastor in bringing about cohesive and productive staff relationships, and analysis of the roles and challenges of the associate. Particular attention will be given to developing a theology of staff ministry as developed from within a well developed ecclesiology. It is intended for “students with specialized interests/needs in selected areas of intermediate studies in Christian Education / Youth Ministry.” (Catalog)

## III. PLACE OF COURSE IN THE CURRICULUM:

This course is an elective course that any student can take.

## IV. COURSE OBJECTIVES:

As a result of participation in this class the student should:

1. Describe in clear concise terms the concepts and theories pertinent to effective staff leadership and relationships.
2. Recognize the dynamics and psychological principles involved in staff ministry.
3. Participate in a multiple staff ministry in a professional manner.
4. Identify key research issues for staff facing the practical problem of transitions. This outcome may include (but is not limited to) the following subtasks
  - An ability to define the basic qualities of transitions: their etiology, flow and impact upon persons (research)
  - An ability to describe some of the dynamics of multiple staff ministry during transitions (research)
5. Develop an ability to translate and communicate research findings into strategies to assist staff to understand and address transitions. This outcome may include (but is not limited to) the following subtasks
  - An ability to formulate a plan for assisting staff during transitional times (skills)
  - An ability to design a means of communicating this plan in an appropriate setting (skills)

## V. CLASS RESOURCES

### Textbooks

- Bonem, M. and Patterson, R. *Leading from the Second Chair*. San Francisco: Jossey Bass, 2005. 208 pages (LSC)
- Cladis, G. *Leading the Team-Based Church*. San Francisco: Jossey Bass, 1999. 208 pages (LTBC)
- Dulles, Avery. *Models of the Church (Expanded Edition)*. Image, 1991. 288 pages (MC)
- Fisher, Roger and Sharp, Alan. *Getting It Done: How to Lead When You're Not in Charge*. Harper Collins, 1999. 240 pages (HLNC)
- Lawson, K. *How to Thrive in Associate Staff Ministry*. Besthesda: The Alban Institute, 2000. 224 pages (HTASM)
- Lencioni, P. *The Five Dysfunctions of a Team: A Leadership Fable*. Jossey-Bass, 2002. 229 pages (FDT)

## VI. COURSE REQUIREMENTS:

1. Reading  
The intentional, ongoing personal formation of the minister is critical for ministry effectiveness. This

necessarily involves reading and reflection. This course provides students with an opportunity for regular reading and reflection. The reading load is heavy, but it is essential for class participation. We are not after just the transmission of data, but rather transformative-learning. Simply put, if you haven't read the material, you won't be able to constructively engage in the discussion, and chances are you will not have the opportunity for personal and ministerial transformation. In addition to the required texts, I have provided a bibliography of supplemental readings.

The student will read a minimum of 1400 pages in journals and books addressing issues of transition and team ministry. The student will document the review of literature by keeping a reading insights journal using the "**CRIB**" notes formula. "C.R.I.B." stands for "critique, reflection, integration with a book." You will write a brief CRIB Note for *each book and article*. Notes will form the basis of class discussions and peer instruction. CRIBS will be collected and reviewed, but not returned, so make a copy of your notes before submitting them. See the daily schedule for when each CRIB note is due.

As you submit your CRIB notes, please indicate the percentage of the reading you have done for each section of reading.

## 2. Participation

Since this class is built on a dialogical setting, it is necessary that students participate in the daily discussions. While the professor acknowledges that there are different learning styles present in the class, and that some students may be naturally shy and less apt to engage others in conversation, he also understands that often the best way to process the information obtained in this class is through dialogue with others. Furthermore, the professor believes that each person has something to contribute to the topic at hand, and to not have that contribution seriously diminishes the ethos of the class.

Since this class is designed around a seminar format, students will take turns leading the class throughout the semester. This will include leading the class in a discussion on the assigned text and topic for the day.

## 3. Class Attendance

Class attendance is required. If for some reason you cannot attend, notification should be given to the professor before class in writing (email preferably). After the fourth hour of absence, the overall grade for the course will be negatively affected by 2% for each additional hour of absence. A total of 9 hours of absences will result in a failing grade. It is your responsibility to obtain class lectures and information from peers in the class. "Excused absences" (as defined by the Dean's office) are not included in the above formula, however you should notify the professor each time an "excused absence" occurs.

## 4. Practical Application

Choose one of the following two options:

### A. Article:

Write a preliminary draft of a 2,000 word (approximate) article for staff members for a regional or national publication (Leadership, Youth worker journal, Children's Ministry, etc.). The article should address a specific issue related to staff ministry, and should take into account both the class reading as well as the most recent research on the topic. Topics will need to be approved by the professor.

### B. Retreat

Create a relationship building retreat for a church-based multiple staff. The plan would include: 1) the pre-event planning (i.e. location, promotion, travel arrangements and communication) 2) the details of the retreat itself (i.e. schedule, team building activities and small group interactions), and finally 3) A post-retreat evaluation and integration session.

**You will need to submit a prospectus for your article or retreat theme by February 24. Final Article or Retreat Plan will be due March 24.**

## 5. Cooperative Group Interviews

Each student will be assigned to a group, which will interview a pastor and associate(s) from the same local church. The group should approach the task in the following steps;

- Select a multiple staff setting
- Select a time at which all participants are available
- Determine what issues are central to the interview
- Construct an interview protocol
- Interview the pastor and the associate(s) separately
- Interview the pastor and associate together for clarification
- Take meticulous notes with appropriate verbatim
- Complete the interview no later than October 26.

- Reflect upon and analyze the interview as a group
- Prepare one report on your reflection and analysis
- Present your group report to the class.

The interview questions are to be drafted by the group and should be sufficient to allow for analysis in light of class discussions and student reading. **Each group will make a class presentation of its analysis and evaluation of the interview on November 15. One final paper (6-8 pages) of analysis and supportive verbatim is due from each group on November 29.**

#### 6. CRIB Notes Journal

The student will read a minimum of 1400 pages in journals and books addressing issues of transition and team ministry. The student will document the review of literature by keeping a reading insights journal using the “**CRIB**” notes formula. “C.R.I.B.” stands for “Critical Reflection and Integration of Book Notes.” You will write a brief CRIB Note for **each book and article**. Notes will form the basis of class discussions and peer instruction. CRIBS will be collected and reviewed, but not returned, so make a copy of your notes before submitting them. See the daily schedule for when each CRIB note is due.

### VII. COURSE GRADING PROCEDURES:

#### 1. Gradings

A grading rubric will accompany every assignment. If you review the rubric before you begin your assignment then you will know the standards that I am using to evaluate your work. After your assignment is graded the rubric will indicate where your strengths are and where changes need to occur.

#### 2. Final Grade Criteria

Participation	10%
Practical Application	30%
Cooperative Group Interviews	35%
Reading Insights Journal	25%
	<u>100%</u>

#### 3. Grading Scale

*A = 94-100% Unusually high quality, exceptional work*

*A- = 90-93% Far above average, fine work*

*B+ = 87-89% Above average for graduate work*

*B = 83-86% Very good, average for graduate work*

*B- = 80-82% Slightly below average for graduate work*

*C+ = 77-79% Meets requirements, but noticeable inadequacies for graduate work*

*C = 73-76% Meets requirements, but with significant gaps for graduate work*

*C- = 70-72% Meets requirements, but serious gaps*

*D+ = 67-69% Minimal work*

*D = 63-66% barely acceptable*

*D- = 60-62% for specific assignment*

*F = below 60% Failure.*

*I = Incomplete work (this is rarely given; it denotes that the work of a course has not been completed due to an unavoidable emergency, which does not include delinquency or attending to church work or other employment. If the work of a course is incomplete at the end of a term without an emergency, a letter grade will be given based on the grades of work done, with incomplete work counted as “F”). From ATS 2001-03 Catalog page 29 (emphasis added)*

#### 4. Academic Honesty

Any instance of cheating or plagiarism of any kind will result in an automatic zero on that specific assignment. Any repetition of cheating or plagiarism will result in a failing grade for the course. I operate on the honor system that all work turned in is your own.

Conduct that is considered dishonest includes: reusing previously and/or concurrently submitted material in another class without faculty permission, cheating by copying from another's work, allowing another to copy from one's own work, reading an examination prior to the date it is given without the instructor's permission

and similar types of conduct. Unlawful duplication of copyrighted material such as music, library materials, computer software, as well as plagiarism are other examples of academic dishonesty. Plagiarism is the presenting of another's ideas of writings as one's own; this would include both written and oral discourse presentations. (Seminary guidelines related to acceptable duplication practice of copyrighted materials can be found at the library's circulation desk.)

#### 5. Submitting Work

I expect us (myself included) to use proper English grammar at all times. This includes complete sentences, punctuation, capitalization, and spelling. For assistance in this area, consult a standard style guide such as Carole Slade, *Form and Style: Research Papers, Reports, and Theses* (11th ed., Boston: Houghton Mifflin, 1999). Poor grammar will be reflected in the final grade.

All material which is submitted should be double spaced with 1" margins utilizing a 12 point font. It must have a title page and bibliography which is not included in the length required. It should be written in excellent modern literary English with proper grammar, spelling, punctuation and rhetoric (including an introduction, conclusion and logical flow of argument). If it helps an outline may accompany the paper but this is not included in the length of the paper.

While documentation formats for materials appearing on the Internet are not yet fully standardized, there are some attempts at this. Please follow the guidelines put together by [Andrew Harnack and Gene Kleppinger](#).

Please remember that all written work must use inclusive language when reference is made to human beings (male and female). This provides for both greater inclusion and greater precision. For more information on this topic go to the Resource Center and look for "Inclusive Language."

#### 6. Promptness

All papers and reports should be turned in on the scheduled dates. All work is due at class time. **Any work turned in late will receive a deduction of one letter grade per class period that it is late. No work will be accepted later than one week from the date it was due. [NOTE: This does not apply to the Media Focus since this is a class presentation. This will be presented on the date due or a failing grade for the project will be earned.]** Papers may be emailed to the professor in order to meet the due date.

The instructor will provide both "timely" and "substantive" feedback to students regarding their assignments. "Timely" response means that for assessments of student work during the course of the academic term, the professor will have work marked, graded, and returned within one week of its submission; if the class has more than 40 students, the professor may take up to two weeks. In addition, the professor will provide "substantive" feedback that alerts students to what they have done well and how they might improve their performance in subsequent work. **[NOTE: Due to the intense nature of the portfolios, I simply cannot return these in the one week time allotment, and therefore will need two weeks to turn them around.]**

**Late papers will not receive written feedback, nor is the professor bound to meet the one week turnaround.**

### VIII. GENERAL INFORMATION

#### 1. Decorum

If you want to know how to address me, I'm fine with "Jim" unless your upbringing or intuitive sense of decorum make that uncomfortable for you, in which case "Prof. Hampton" will be just fine.

#### 2. Office Hours

I will be keeping online office hours on Tuesday mornings from 10am-11am and Wednesday afternoons from 1pm-3pm. Other times can be scheduled by appointment.

#### 3. Special Accommodation

Students needing special accommodations for this class should notify the registrar's office during the first two weeks of the course.

### IX. COURSE LEARNING ENVIRONMENT (Our Commitments to Each Other)

1. Regular participation is expected and required. Since this course is focusing on a professional ministry area,

most of the teaching will center on a dialogical format. As a cooperative learning environment is the expectation for this course, your participation is very much a part of the learning experience. This class is not an independent study. We will be interacting with and learning from one another.

2. It is acceptable for you to work together and share resources on these projects. We are all learners and we can be greatly enriched by the ministry experiences of others.
3. Since this is a course in Youth Ministry, it is important that you engage equally in reading and exposure to youth. It is greatly encouraged that you be actively involved in some aspect of youth ministry. Much of the course will focus on youth ministry from a congregational ministry perspective.
4. A praxis method of teaching and learning will govern this class. The continual interaction between theory and practice will be explored. Practical applications should be properly informed by theological and educational theories. This should be reflected in both your projects and your posts.

## **X. PROGRAMMING CALENDAR AND COURSE OUTLINE**

*NOTE:* As a general rule, assignments and due dates will not vary from this schedule. Any changes will be announced in advance of the due dates for assignments.

<b>DATE</b>	<b>TOPIC</b>	<b>ASSIGNMENT</b>
Feb. 10	Review syllabus Current Status of Staff Ministers	
17	Models of the Church	Dulles, <i>MOC</i> (all)
24	Understanding the Relationship Between Ecclesiology and Staff Ministry	
Mar 3	Biblical and Theological Understanding of Staff Ministry	Cladis, <i>LTBC</i> , 1-29
10	Church Polity Issues – Elders and Deacons	
17	Models of Multiple Staff Ministry	Cladis, <i>LTBC</i> , 33-154
24	Leadership Tensions in Being an Associate	Bonnem and Patterson, <i>LFTSC</i> (all)
Mar. 30-Apr. 3	Reading Week	
Apr. 7	Role of the Senior Pastor in Leading a Team	Lawson, <i>HTTASM</i> , 175-197

14	Managing Upward	Fisher and Sharp, <i>MU</i> (all)
21	Handling Team Dysfunctions	Lencioni, <i>TFDOAC</i> (all)
28	Class Presentations	
May 5	Staff Ministry Roles	Lawson, <i>HTTASM</i> , 1-171
12	The Job Interview/Job Descriptions	

## XI. Grading Rubrics

### A. Rubric for Practical Application Article

For “A” level work, the paper:

- +Clearly and concisely states the thesis or question to be undertaken.
- +No grammatical errors or infelicitous constructions or misspellings.
- +Presents its argument in an exemplary fashion, particularly as regards concision and clarity.
- +Draws a powerful conclusion that clearly relates the argument to the thesis.
- +Contains minimal to no distractive material.
- +Demonstrates clear evidence of deep and substantive reflection.
- +Demonstrates exemplary research and use of sources.

For “B” level work, the paper:

- +Clearly states the thesis or question to be undertaken.
- +Contains few grammatical errors or infelicitous constructions or misspellings.
- +Presents its argument in a reasonably clear and concise fashion.
- +Draws a substantive conclusion that relates the argument to the thesis.
- +Contains minimal distractive material.
- +Demonstrates clear evidence of substantive reflection.
- +Demonstrates cautious and substantive research and use of sources.

For “C” level work, the paper:

- +Attempts to clearly state the thesis or question to be undertaken.
- +Contains frequent grammatical errors or infelicitous constructions or misspellings.
- +Presents its argument in a fashion that is hard to follow and exhibits too much “subjectivity” (i.e., becomes more of an opinion piece).
- +Attempts to conclude in a fashion that relates the argument to the thesis.
- +Contains significant distractive material.
- +Demonstrates little evidence of substantive reflection.
- +Demonstrates little evidence of substantive research

For “D/F” level work, the paper:

- +Largely fails to identify a thesis or question.
- +Contains many grammatical errors/ infelicitous constructions/misspellings.
- +Presents little to no argument, and is mostly an opinion piece.
- +Draws no meaningful conclusion.
- +Minimal or no evidence of substantive reflection or research.

### B. Reading Insights Journal Rubric



Name \_\_\_\_\_

Book Title: \_\_\_\_\_

Date \_\_\_\_\_

**Instructions.** "C.R.I.B. Notes" stands for *Critical Reflection and Integration of Book Notes*. CRIBs for participation, class discussion and peer instruction exercises. CRIBS are not returned. Note: Write a ½ page interaction of the text. Use 10-point, Times font.

<p><b>Understanding It – Descriptive Summary.</b> Write a tight/clear summary or abstract. Not a review, but the essence of the book or issue (s) as the author or originator of the issue would describe it. You may choose to write as if you were the author or originator, in first person voice instead of third person, answering: "What I simply meant to say was..." Note: No bullets or quick or quick lists. Be insightful, extensive, summative. Impress me and your peers with your ability to say a lot with few words, leaving nothing out!</p>	<p><b>Connecting It - Personal Relating.</b> In the third paragraph, write concrete stories or your own memories in anecdote: What personal case study, life story or memory did the book spark in you. You may present this as an unresolved 'case study' with which you can engage your classroom peers, asking "having heard my case, what would YOU do in my position now that you have read this book?"</p>
<p><b>Engaging It - Critical Engagement.</b> What questions popped to mind as I read the books? What bothered me about the book? Where do my experiences disagree with or confirm the insights? What questions are left unanswered? What might I add to this book to correct the places I disagree? What are some of your favorite/least favorite quotes, why? You must present your supported corrective on places you express criticism. Note: You must end this paragraph with a critical question to ask the class about the text. A good question will not ask for knowledge, but will stimulate your peers to reflect on some of the mysteries, assumption, shortcomings, mysteries, opportunities found within the book.</p>	<p><b>Owning It – Next Step Action Planning.</b> Beyond praying, thinking, reading or reflecting (these are assumed), what creative actions do I need to take? List three things you will do in the next 90 days to make a 50% difference in your situation as it relates to your learning from this book. Note: You have to make these steps CONCRETE or risk losing this learning experience. Each next step action must have answer "how" you are going to do it, and by "when." Example: "I intend to influence the district supervisor about lay mobilization strategies by (the how statement) by sending her a copy of this book, planning a lunch time to discuss it, and invite her to discuss this again with me in the next six months to monitor my progress with implementation at my church.</p>

**READING REPORT: CD / CL / YM 692 (SPRING 2009)**  
**Due May 19, 2009**

**Name:** \_\_\_\_\_

**I have read (not just skimmed) all course readings *except* for the following:**