

Developing Christ-minded leaders who make a difference in the world

PC 431 Personal Development and Ministry
Winter, 2019

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SCHEDULE: Modular Week January 14-18
Monday to Friday: 8:30 – 4:30

CREDITS: Three (3) [90 hours outside of class time]

DESCRIPTION:

An introductory course that focuses on increasing interpersonal and intrapersonal awareness. The course is geared toward helping Christian ministers become more resilient and compassionate to themselves and to other people by increasing self-and other awareness through doing personal assessments and practising social-skill building exercises that enhance personal self-understanding.

TARGET STATEMENTS:

A. Knowledge—Students will

- Provide written evidence of self-discovery and list 3 personal learning goals related to it.
- Provide in writing a clear sense of personal identity and God's call on their lives.
- Participate in 2 hours of personal coaching as preparation for writing the Personal Styles Profile, and in order to identify aspects of their current practice that call for mentoring in the future.
- Clearly identify weaknesses and strengths in their current way of practising ministry.
- Describe their current understanding of relationships among spiritual, relational, psychological and physical aspects of healthy ministry either through an interview or research paper assignment.

B. Character—Students will

- Intentionally reflect on and practice skills and competencies related to the course during class time, as also evidenced in assignments.
- Attend class and contribute to the creation of an effective learning community

C. Ability—Students will

- Participate in skills-building exercises in class.
- Carry out personal assessments assigned during the class.
- Work with other students during class to practice/discuss aspects of all components of the course.

TEXTBOOKS:

Bellous, J.E and D. Sheffield. *Conversations that Change Us. Second Edition.* Edmonton: Tall Pine Press, 2017. (Available to purchase in class)

Lencioni, P. *Five Temptations of a CEO.* San Francisco: Jossey-Bass, 1998. (Indigo; Amazon)

Scazzero, P. *Emotionally Healthy Spirituality*. Grand Rapids, MI: Zondervan, 2006. (Indigo; Amazon)

REQUIREMENTS:

1. Assignment #1 (25% of the course grade)

Students will carry out and hand in a **Critical Thinking Exercise** based on their own life story. The format will be presented in class and be available on Moodle. Length: follow the pages of content within the Critical Thinking Exercise as presented in class. Include aspects of *Emotionally Healthy Spirituality* as you reflect on your life story.

2. Assignment #2 Personal Styles Profile (45% of course grade)

Students prepare a personal profile that reflects discoveries and insights they've learned about themselves during the course. Material for the profile will show up as students complete self-assessments and skill-building exercises. In the profile, identify personal patterns that emerge through a careful review of results from these two elements of the course. The profile answers two questions: What do I bring to the table? What's it like for other people to work with me? As part of this assignment, students identify their weaknesses and strengths for healthy ministry. Include a section on one weakness and reflect theologically on that weakness by applying a model for theological reflection based on *Conversations that Change Us*. Essay form is not required. The assignment should be 8-10 pages, typewritten, single-spaced, in 12-point font.

- **Please note:** This assignment requires a two-hour consultation with Joyce Bellous after you have completed the Kolbe Action Style and ESCI on-line assessments, and **before** you write your Personal Styles Profile. Please bring **ALL** of your assessments to the coaching session.

Educational Method: Profile-Based Learning

- **Key Knowledge, Understanding and Skills Acquisition** - The Personal Styles Profile is focused on self-assessments (direct and indirect) and skills acquisition, such as critical thinking/problem solving, collaboration, self-regulation by using methods such as Action Science and Deep Assumptions Exercises.
- **Challenging Problem or Question** - The profile is framed by using two self-organizing questions: What do I bring to the table? What's it like for others to work with me? Students retain influence over how they answer these questions by reflecting on differences in other people that become evident as they engage the assessments.
- **Sustained Inquiry** - Students engage in a rigorous, extended process of asking questions, finding resources and applying information.
- **Authenticity** - The profile features real-world context, tasks and tools, quality standards, or impact and speaks to students' personal concerns, interests and issues in their lives.
- **Reflection** - Students and teachers reflect on learning, the effectiveness of their inquiry and profile activities, the quality of student work, obstacles and how to overcome them through student evaluation and personal coaching. Add other significant assessments you have completed prior to the class if they have been helpful.

Permission for Use of Student Assignment [Personal Style Profile only]

As part of Taylor Seminary's accreditation process, the faculty is required annually to review anonymized examples of student assignments from selected core courses in our Masters degrees. If you do not wish your assignment to be anonymized and then included in the random sample from which assignments will be chosen for review, please request an abstention from your course instructor.

3. Assignment #3 Interview (30% of the course grade)

Interview: Based on course texts, class notes, insights from assessments and skill-building methods, put together a one-hour interview using about 10 questions to ask as you interview a pastor who's been serving in the same location for 5 or more years. With the interviewee's permission, record the interview

so you can refer to it later when writing your paper. Some of the questions you ask must be based on the following aspects of the course: Lencioni's analysis of a leader, time-management, conflict resolution, systems thinking, involvement styles and Action Science.

Once you have completed the interview and considered aspects of the course listed above, write a case study based on your interviewee's experience and patterns. Submit an 8-page typewritten, single-spaced essay, in 12-point font. The paper should identify questions you asked, the case study (without identifying the person interviewed), and reflections on what you've learned from the interview to help shape your own ministry.

Assignments due dates:

Assignment #1 – Critical Thinking Analysis – February 1/19

Assignment #2 – Personal Styles Profile – 8 weeks after the completion of the modular

Assignment #3 – Interview and case study– due during exam week

Support for Academic Writing and Research jvdauid@gmail.com

EVALUATION:

This course focuses on self-evaluation and personal development. In assigning grades, instructors are looking for a high level of personal awareness. Written responses must convey that students have wrestled with issues that will affect their ministry and have formulated comprehensive strategies (i.e., personal styles profile) to manage personal uniqueness (patterns, strengths and weaknesses) to the best advantage of future or current opportunities for ministry. Guidelines for grading will comprise the following:

- A. - Highly responsive and aware
- B. - Good responsiveness and awareness
- C. - Fairly responsive and aware
- D. - Little responsiveness and awareness
- F. - No responsiveness and awareness

ATTENDANCE POLICY: This section functions to reinforce the importance you place upon class attendance. A sample statement could be: "Excessive, unexcused absences and lack of participation may adversely affect your grade. More than three unexcused absences may result in failure for the course."

GENERAL INFORMATION:

1. MOODLE

Taylor Seminary's Moodle is located on a shared platform with our partner seminary, Sioux Falls Seminary. Bookmark this site on your computer for easy, regular access: <https://moodle.sfseminary.edu>

Moodle log-in is the first initial of your first name and your last name - all in lowercase, with no spaces. For example, if your name is John Calvin, you would log-in as jcalvin

The default enrolment key is the course code (all in lowercase, with no spaces). The course code consists of the course prefix followed by the course number.

For example, Old Testament Introduction's key is: ot417

If you are having trouble logging into Moodle or self-enrolling, please email teresa.seibel@taylor-edu.ca

2. COURSE WRITING

Formatting

All studies and papers should be typed and formatted according to the Society of Biblical Literature writing style as outlined in the Seminary's *Guidelines for Research Writing in Religion & Theology (SBL)*. For the full stylesheet, please refer to Patrick H. Alexander, et al., ed., *The SBL Handbook of Style: For Biblical Studies and Related Disciplines* (Atlanta: SBL Press, 2014) which is in Reading Room.

Research Language.

You should employ acceptable research language for your paper which is not too informal yet reads inclusively. Avoid the use of gender specific language (e.g., Do not refer to "man" generically or to "mankind," "men," "he"; rather use "humankind," "humanity," "person," etc.)

Plagiarism.

Academic honesty and integrity is essential to the academic enterprise and the Seminary community. All written work submitted *must* be your own. *Guidelines for Research Writing* defines plagiarism as the failure to give credit where credit is due: "To plagiarize is to give the impression that you have written something original which in fact you have borrowed from another without acknowledging that other person's work" (*Guide for Research and Writing*, 2016, p. 11-13). If you borrow ideas or distinctive phrases, or include direct quotations in your written assignments, you must acknowledge your source(s) properly by in-text citation or footnote. It is also wrong to copy another person's work or to submit an assignment previously handed in for credit in another course. **Students guilty of plagiarism may receive a grade of zero for the assignment and may be brought to the attention of the Seminary's Academic Committee.**

3. COURSE WITHDRAWAL POLICY

After the period for which tuition refunds are available, a "W" will be placed on the transcript of a student who withdraws from any course. Beyond those dates, an "F" will be recorded on the student's transcript.

COURSE OUTLINE:

This information may be provided in the final version of this syllabus to be posted at a later date.

APPENDICES / BIBLIOGRAPHY:

This information may be provided in the final version of this syllabus to be posted at a later date.

APPENDIX #1

TOPICS:

Topics in the class are organized around interpersonal and intrapersonal awareness, self-assessments and social skill-building activities based on developing self-understanding and understanding of other people. The self-assessments and skill-building topics include the following:

SELF-ASSESSMENTS:

- Humanmetrics Jung Typology Test (Myers-Briggs typology—free on-line)
- DiSC Biblical Personal Profile (Available in class, \$30.00)
- ESCI - Emotional and Social Competence Inventory, KornFerry, on-line; individual two-hour follow-up coaching session. (Purchase ESCI in class, \$100.00 includes coaching)
- Spiritual Styles (Available in class, \$10.00)
- Involvement Styles (Available in class, \$10.00)
- *Five Temptations of a CEO* (Patrick Lencioni, textbook)
- Kolbe Action Style (on-line, \$50 USD)
- Intellectual Style (In class)
- Attachment Style (In class)
- Emotional Style (In class)
- Deep Assumptions Exercise (In class)

The **cost** per student for self-assessments:

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| ▪ In class assessments (payable by the 3 rd day of class) | \$150.00 |
| ▪ Kolbe assessment (payable on line) | USD \$50.00 |

SKILL-BUILDING METHODS:

- Critical Thinking Process
- Resilience overview
- Theological Reflection
- Mediation, Arbitration, Asking Open-ended questions
- Action Science (Aligning what you say with what you do)
- Mindfulness (Emotional and Mental Awareness)
- Focusing and Artful Listening
- Aristotelian Deliberation
- Conflict Repair
- Learning Mastery