

NEW ORLEANS BAPTIST THEOLOGICAL SEMINARY
Division of Church Music Ministries

MUWM5200-01/5200-80 Worship Leadership Laboratory
Spring Semester, 2015
(Semester Hybrid Workshop)

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Workshop Dates: Thu, Feb 26, 2015 1:00PM-5:00PM; and
Thu, Apr 30, 2015 1:00PM to 5:00PM

SYLLABUS

NOBTS Mission Statement:

The mission of New Orleans Baptist Theological Seminary is to equip leaders to fulfill the Great Commission and the Great Commandments through the local church and its ministries.

Division of Church Music Mission Statement:

Developing excellence in Kingdom-minded music and worship leaders.

NOBTS Core Purpose, Core Values, and Curriculum Competencies Addressed:

The purpose of this course is to carry out the mission of NOBTS as is reflected through the following core values and core competencies:

Core Values:

1. *Characteristic Excellence* – “What we do, we do to the utmost of our abilities and resources as a testimony to the glory of our Lord and Savior Jesus Christ.” This course seeks to encourage each student to offer her/his very best in leading God’s people in corporate worship gatherings.
2. *Spiritual Vitality* – “We are a worshiping community emphasizing both personal spirituality and gathering together as a Seminary family for the praise and adoration of God and instruction in His Word.” (The Seminary’s core value emphasis for the 2014-15 academic year) – Believing that we cannot lead others where we ourselves have not journeyed, this course expects to encourage students in the pursuit of being a passionate worshiper of God.
3. *Servant Leadership* – “We follow the model of Jesus and exert leadership and influence through the nurture and encouragement of those around us.” The course will encourage worship planners to take seriously their role as servant leaders in leading corporate worship.

Core Competencies:

1. *Servant Leadership* – “To serve churches effectively through team ministry.” Students will reflect on their role as servant leaders in working with others to facilitate worship in

- local congregations.
2. *Interpersonal Skills*- “To perform pastoral care effectively, with skills in communication and conflict management.” Students will improve their communication abilities in their role as worship leaders.
 3. *Worship Leadership*- “To facilitate worship effectively.” Most obviously, students will be challenged in learning to facilitate worship leadership effectively within their local congregations.

Course Description:

This course aids students in improving their worship leadership skills. Through personal observation and analysis, the student will identify areas of strength in platform leadership as well as areas which might be improved. Students in the course will have opportunity to observe one another and provide constructive feedback in the learning process. Involvement in an ongoing worship ministry context is a prerequisite for this course.

Student Learning Outcomes:

At the conclusion of the course, the student should be able to:

1. Understand personal strengths and areas for improvement in platform leadership for worship through video self-confrontation (VSC) and peer evaluation in an affirming environment.
2. Apply effective leadership communication skills to the task of corporate worship leadership.
3. Communicate basic platform leadership skills to others involved in church worship ministry in the local church.

Course Requirements

Blackboard Delivery System

Students should logon to Blackboard (www.nobts.edu) and register there for the course at the beginning of the semester. Blackboard will provide the venue for course announcements and information, as well as a communication forum prior to and following the workshop. Students should expect to follow the guidelines given through Blackboard on a weekly basis throughout the semester. Online interaction with course materials and assigned reading will be an expectation of the course.

1. Each student will access and read the textbook and other assigned articles as posted each week in Blackboard.
2. Each student is expected to provide musical worship leadership in the context of a local church during this semester or have the opportunity to lead group worship through music at least three times. This will provide the context for the video self-confrontation (VSC) experiences. The student will be expected to prepare YouTube video recordings of three different *recent* worship services which she or he has led. (Note: For the purpose of this assignment, every effort should be made to focus the recording on the student’s leadership in the service.) Access to the YouTube videos should be made available at the workshop event. A VSC self-evaluation form should be completed and placed in the “Assignments” folder in Blackboard for each of the three VSC recordings, noting positive strengths and areas for improvement as well as specific challenges related to the

specific worship context. Information included on the form should also include a link to the YouTube video. A sample self-observation form will be made available, but the student is encouraged to augment the form with any other pertinent information for analysis applicable to the leadership context. **Due dates: Feb 20, Mar 20, Apr 17**

3. The student should research examples of excellence in musical worship leadership *in the context of a local church* and obtain video samples of worship leading by three different leaders which illustrate reasons why these particular leaders were chosen as models of excellence. Many examples can be obtained online. The leaders should represent a variety of worship leadership styles. The student will provide written documentation for this assignment in the form of ONE SINGLE DOCUMENT which includes the following for each of the three samples: (1) the name of the leader and church setting; (2) the weblink information and date accessed; (3) a brief “talking points” report of leadership examples. **The student should also prepare a fifteen-minute presentation based on these leadership ideals to be given during the workshop, using the video materials for illustration.** The report should be placed in the Assignments folder. **Due date: Feb 26**
4. The student should conduct three personal interviews with different musical worship leaders regarding excellence in leadership in the context of a corporate worship service. These should be different from the leaders represented in #4 above and should represent churches of various sizes. (Suggested contexts: a small church with 150 or less in worship; a mid-sized church of 200-500 in worship; a larger church with attendance of 1000 or more in a single worship service.) Interview questions are to be developed by the student and should pertain to the main focus of this course: effective platform leadership. The three interviews should be reported in a formal narrative paper format (not bullet points) in ONE SINGLE DOCUMENT in the assignments folder (approximately 1500 words total, in Turabian style) organized as follows: (1) Introduction (2) Interview with (name) serving with (smaller church ministry) (3) Interview with (name) serving with (mid-size church ministry) (4) Interview with (name) serving with (larger church ministry). Conclude each interview section with a brief personal reflection on how you might apply something gleaned from the interviewee in your own platform leadership. **NOTE: Students should be prepared to present highlights of their interviews during the workshop in a general discussion format. Due date: Feb 13**
5. Discussion Forums. Each week an online discussion forum will allow the student to post her or his thoughts regarding the question up for discussion. Topics will relate to platform leadership in worship settings.

6. **During Workshop Assignments**

The two half-day workshops are scheduled on-campus on Thu, Feb 26, 2015 from 1:00PM-5:00PM and Thu, Apr 30, 2015 from 1:00PM-5:00PM. The goals are: to share personal learning experiences that have taken place during the lab semester; to discuss relevant issues concerning worship leadership; and to debrief the assigned VSC projects. Student presentations will include the following:

1. Presentation on model leaders (see #3 above). Twenty-minute student presentation on findings. **(First workshop- Feb 26)**
2. Reporting on highlights from interviews with musical worship leadership (see #4 above). Group discussion on insights gained. **(First workshop- Feb 26)**
3. Choose one VSC project to present for group viewing and peer-assessment (see Assignment #2 above). **Important note:** The student should be prepared for a peer-viewing of one of the VSC projects with 15 minutes allowed for viewing and 15 minutes for discussion by the group (facilitated by the instructor) This will be done in the context of a supportive encouraging environment designed to help the student see what s/he does well as well as possible areas for improvement. **(Second workshop- Apr 30)**
4. Discussion of relevant themes from textbook.

Concluding Assignments

After the final workshop, the student is to thoughtfully prepare a plan for personal growth as a musical worship leader, based on insights gained through the learning activities, VSC, and peer discussion. This plan should be reported in a paper in the assignments folder of Blackboard. There is no length requirement but the content should reflect honest interaction with the course content. Turabian guidelines should be followed for this formal paper (first person allowed). It should be submitted in the Assignments Box of Blackboard. **Due date: May 7, 2015.**

Course Evaluation

The grading scale will be according to guidelines in the *Graduate Catalog, 2008-09*. Passing the course requires successful completion of all pre-workshop, during workshop, and post-workshop course requirements. Grading will be weighted as follows:

10%	Participation in online learning forums as announced during the semester
30%	Three Video Self-Confrontation observation forms and workshop presentation
20%	Model-leaders report and workshop presentation
20%	Personal interviews assignment and workshop presentation
20%	Paper outlining a plan for personal growth in platform leadership

Textbooks (required):

Bartow, Charles L. *Effective Speech Communication in Leading Worship*. Eugene, OR: Wipf & Stock, 2005.

Course Calendar

Week beginning:	Course Content	Text	Assignments
Jan 19	Intro to Course Syllabus Overview		Acquire textbook/read syllabus/view syllabus overview video in Blackboard
Jan 26	What makes effective worship leaders?	Bartow, 9-22	Discussion forum

Feb 2	Appearance matters	Bartow, 23-31	Discussion forum
Feb 9	Effective leadership with the voice (singing)	Bartow, 32-41	Interviews Report due Feb 13 (syllabus #3)
Feb 16	Effective leadership with the voice (speaking)	Bartow, 42-54	Discussion forum
Feb 23	Preparation for workshop		Attend workshop on campus Thu, Feb 26, 1:00-5:00PM -Presentations on model leaders (syllabus #3) and paper due -Report on interviews (syllabus #4)
Mar 2	Effective non-verbal leadership	Bartow, 55-66	Discussion forum
Mar 9	Effective use of gesture	Bartow, 67-84	Discussion forum
Mar 16	Effective leadership through musical preparation	Bartow, 85-107	Discussion forum
Mar 23	SPRING BREAK		
Mar 30	Effective leadership through use of technology	Bartow, 108-124	Discussion forum
Apr 6	What causes ineffective leadership? Avoiding mannerisms and distractions	Articles	Discussion forum
Apr 13	Effective spiritual leadership	Articles	Discussion forum
Apr 20	Effective leadership through personal modeling	Articles	Discussion forum
Apr 27	Workshop preparation		Attend workshop on campus Thu, Apr 30, 1:00-5:00PM -VSC presentations
May 4			Final project due May 7, 2015
May 8-14	Final Exam Period		

SELECTED BIBLIOGRAPHY

- Akin, Daniel L., Bill Curtis, and Stephen Rummage. *Engaging Exposition*. Nashville: Broadman and Holman, 2011.
- Barry, James C. and Jack Gullede. *Ideas for Effective Worship Services*. Nashville: Convention Press, 1977.
- Bartow, Charles L. *Effective Speech Communication in Leading Worship*. Eugene, OR: Wipf & Stock, 2005.
- Bloy, Myron B., Jr. *Multi-Media Worship: A Model and Nine Viewpoints*. New York: The Seabury Press, 1969.
- Brink, Emily R., ed. *Authentic Worship in a Changing Culture*. Grand Rapids: CRC Publications, 1997.
- Carroll, Joseph S. *How to Worship Jesus Christ*. Chicago, IL: Moody Press, 1984.
- Carson, Tim and Kathy Carson. *So You're Thinking About Contemporary Worship*. St. Louis, MO: Chalice Press, 1997.
- Christensen, James L. *Contemporary Worship Services*. Old Tappan, NJ: Fleming H. Revell Company, 1952.
- _____. *Creative Ways to Worship*. Old Tappan, NJ: Fleming H. Revell Company, 1966.
- Hardin, Grady. *The Leadership of Worship*. Nashville: Abingdon, 1980.
- Kenoly, Ron. *The Effective Praise and Worship Leader: 8 Keys to Leading Others*. Parsons Publishing House, 2008.
- Leisch, Barry. *People in the Presence of God: Models and Directions for Worship*. Grand Rapids, MI: Zondervan.
- _____. *The New Worship: Straight Talk on Music and the Church*. Grand Rapids: Baker,
- Navarro, Kevin J. *The Complete Worship Leader*. Grand Rapids: Baker, 2001
- Noland, Rory. *The Heart of the Artist*. Grand Rapids: Zondervan, 1999.
- Saliers, Don. "Body Language: Eight basic gestures every worship leader should know." *Reformed Worship* (June 1994), (<http://www.reformedworship.org/article/june-1994/body-language-eight-basic-gestures-every-worship-leader-should-know>)
- Siewart, Alison, ed. *Worship Team Handbook*. Downer's Grove, IL: InterVarsity Press, 1998.

Sweet, Leonard. *Agua Church: Essential Leadership Arts for Piloting Your Church in Today's Fluid Culture*. Loveland, CO: Group, 1999.

Townley, Kathy. *Designing Worship Teams: Finding and Nurturing Creative Leaders for Worship*. Nashville, TN: Abingdon, 2002.

Warden, Michael, ed. *Experience God in Worship*. Loveland, CO: Group, 2000.

Wright, Tim and Jan Wright, eds. *Contemporary Worship: A Sourcebook*. Nashville: Abingdon, 1997.

Web-resources:

<http://www.theworshipcommunity.com/10-tips-for-worship-leaders-how-to-enhance-on-stage-presence/>

<http://www.theworshipcommunity.com/practical-resource-12-tips-for-beginner-worship-leaders/>

<http://worshipleaderonline.com/worship-leader-tips/top-5-worship-leader-tips/>

<http://www.worshipministry.com/worship-leading-tips-talking/>

<http://blog.proclaimonline.com/2013/12/06/7-tips-to-improve-your-worship-leading-skills/>

<http://www.preaching.com/resources/articles/11565640/>

<http://www.experiencingworship.com/worship-articles/general/2005-9-Worship-Leader-Training.html>

Video Self-Confrontation (VSC) Observation Form

	Very Good	Room for Improvement	Poor	Comments
PERSONAL APPEARANCE- Appropriate clothing for context, personal grooming	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
VOCAL LEADERSHIP- The singing style was stylistically appropriate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
VOCAL LEADERSHIP-Demonstrates pleasant voice quality	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
VOCAL LEADERSHIP-Sings in tune	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
VOCAL LEADERSHIP-Sings with appropriate volume level	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
VERBAL- Amount of talking was appropriate-not too much or too little	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
VERBAL- Pacing of speech was appropriate (not too fast or too slow)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
VERBAL- Spoke with clear enunciation, easily understandable	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
VERBAL- Used appropriate vocabulary for setting (no slang, not hard to comprehend)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
VERBAL- Clear progression of thought and relevant	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
NONVERBAL- Appropriate facial expressions (no deadpan expression)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
NONVERBAL- Used eye contact with congregation (no closed eyes or eyes down on music)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

NONVERBAL- Seemed engaged with congregation (not aloof or distant)

NONVERBAL- Displayed confident posture

NONVERBAL- Stance-Did not move around excessively (or ineffectively)

GESTURES- Used gestures effectively for cueing congregation and/or choir

GESTURES- Provided clear cues for congregation to sing

GESTURES- Used gestures effectively to amplify text of songs?

GESTURES- Did not present distracting mannerisms

MUSICAL- Appeared well prepared musically by knowing the lyrics

MUSICAL- Appeared well prepared musically by knowing the music

MUSICAL- Appeared well prepared musically by knowing the flow of the service

MUSICAL- Appeared well prepared musically by starting the songs well

MUSICAL- Appeared well prepared musically by ending the songs well

	Very Good	Room for Improvement	Poor	Comments
NONVERBAL- Seemed engaged with congregation (not aloof or distant)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
NONVERBAL- Displayed confident posture	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
NONVERBAL- Stance-Did not move around excessively (or ineffectively)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
GESTURES- Used gestures effectively for cueing congregation and/or choir	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
GESTURES- Provided clear cues for congregation to sing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
GESTURES- Used gestures effectively to amplify text of songs?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
GESTURES- Did not present distracting mannerisms	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
MUSICAL- Appeared well prepared musically by knowing the lyrics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
MUSICAL- Appeared well prepared musically by knowing the music	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
MUSICAL- Appeared well prepared musically by knowing the flow of the service	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
MUSICAL- Appeared well prepared musically by starting the songs well	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
MUSICAL- Appeared well prepared musically by ending the songs well	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

	Very Good	Room for Improvement	Poor	Comments
MUSICAL- Appeared well prepared by leading transitions well	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
TECHNOLOGY- Showed good handling of microphones	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
MANNERISMS/DISTRACTIONS-Did not chew gum	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
MANNERISMS/DISTRACTIONS-Did not fidget with instrument, music, or other objects while leading	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
MANNERISMS/DISTRACTIONS- Did not distract by moving about during other elements of the service (prayer, Scripture reading, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
MANNERISMS/DISTRACTIONS- Did not appear to garner attention to self	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
MANNERISMS/DISTRACTIONS- Did not exhibit an arrogant spirit	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
MANNERISMS/DISTRACTIONS- Displayed a sensitivity to preceding elements in worship	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
MANNERISMS/DISTRACTIONS- Displayed sensitivity to other leaders	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
MANNERISMS/DISTRACTIONS -Remained present after music leading for other parts of service	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
MODELING- Modeled “engaged worshiper” behavior in service while not leading	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

What were some of the significant leadership challenges for you in this context?