

Exploring Issues in Effective Pastoral Leadership
PATH 8301

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Korean Doctor of Ministry Program

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NOBTS Mission Statement 사명 선언문

To equip leaders to fulfill the Great Commission and the Great Commandments through the local church and its ministries. 각 교회와 교회의 사역들을 통하여 지상 대명령과 지상 대계명을 완수하도록 지도자들을 훈련하는 것이다.

NOBTS Core Value and Competency Addressed

Core Values – The seminar will address all five of the core values.

1. Doctrinal Integrity- The course will follow the confessional commitments that are outlined in the Articles of Religious Belief and the Baptist Faith and Message 2000. Doctrinal Integrity is the specific core value addressed in the 2013-2014 academic year.
2. Spiritual Vitality- The professors will teach that leadership without spiritual vitality is ineffective for the Kingdom of God.
3. Mission Focus- The mission focus of the course will center on pastoral leadership in the local church.
4. Characteristic Excellence- The professors will teach that leadership is a service to Christ and therefore should be rendered with characteristic excellence.

5. Servant Leadership- The professors will teach that servant leadership is the supreme model of leadership.

Texts

Spiritual Leadership, by Henry Blackaby

헨리 & 리처드 블랙가비. *영적리더십*. 서울:두란노, 2002.

The Empowered Leader, by Calvin Miller

캘빈 밀러. *섬기는 리더십을 위한 열가지 열쇠- 청지기 리더십*. 최미양 역, 서울: 청우, 2005.

Developing the Leader Within You, by John Maxwell

존 C.맥스웰. *리더십의 법칙*. 강준민 역. 서울: 비전과 리더십, 2003.

Assignments 과제물들

(1) Reading Responses. Each student will read all three textbooks (*Spiritual Leadership* by Henry and Richard Blackaby, *The Empowered Leader* by Calvin Miller, and *Developing the Leader Within You*, by John Maxwell), and write a **Response** to EACH chapter in the textbook. Each Chapter Response will involve: (1) a one-paragraph summary of the chapter (2) selection of three key insights or principles from the chapter, and a one-paragraph response to each key insight/principle, discussing the importance or value of the key insight/principle in the student's life and ministry. (Total of four paragraphs for each chapter Response. Blackaby textbook = 11 Chapters; Miller textbook = 10 Chapters; Maxwell textbook = 10 Chapters.). **All three (3) Reading Response Papers are due the first day of the seminar – Hard Copies only. Students must bring a copies of the Reading Responses for Dr. Ogea and Dr. Lee.**

독서과제물: 각 학생들은 위에 제시된 세권의 교과서들을 (블랙가비, 밀러, 맥스웰의 책) 모두 읽고 세 교과서의 모든 **각 장에 대한 반응 보고서**를 작성해야 한다. 각 장의 반응보고서는 다음을 포함한다: (1) 각 장의 한문단으로 이루어진 요약 (2) 각 장으로 부터 세가지 원리 혹은 교훈을 선택하고, 세가지 각 원리나 교훈에 대해 한 문단의 반응문을 작성하는데 이 반응문단에서는 각 핵심 원리나 교훈이 학생 자신의 삶이나 사역에 주는 중요성이나 가치를 토론한다. (각 장에 대한 반응보고서는 각 장당 4 개의 문단을 작성해야 한다. 블랙가비 교과서는 11 장, 밀러 교과서는 10 장, 맥스웰 교과서는 10 장). 이 세가지 독서 반응 보고서는 세미나 첫날이 제출기한이며, 하드카피로 제출해야 한다. 학생들은 오제교수와 이교수에게 모두 보고서를 제출해야 한다.

Format: single-spaced, with a space between each paragraph, and no paragraph indentions. Use the Chapter Titles as subheadings in the Response Paper. The Reading Responses for each textbook should have a separate Title Page. Format for the Title Page, Headings/subheadings, margins, and pagination should follow Turabian, 6th or 7th edition. Do NOT use footnotes, but endnotes (see examples below).

형식: 각 문단내에서는 싱글 줄간격을 사용하며, 각 문단 사이에는 한줄을 띄어야 하며, 문단 첫줄의 들여쓰기는 사용하지 않는다. 각 장의 제목들을 독서반응보고서에서 부제목으로 사용하며, 세개의 보고서는 각각 제목페이지를 따로 만들어야 한다. 타이틀 페이지, 제목/부제목, 여백, 그리고 페이지 번호등에 대한 형식은 튜라비언 스타일 6 판 혹은 7 판을 따라야 한다. 다만 각주는 사용하지 않고 **미주**를 사용한다 (미주의 예들을 위해 아래 참조).

Example of a Key Insight: Christian organizations seem willing to overlook significant character flaws, and even moral lapses, as long as their leader continues to produce. (*Spiritual Leadership*, Chapter 1, page 10).

핵심 교훈의 예: 기독교내의 조직이나 기관들은, 그 리더가 계속적으로 생산적이기만 하면 심각한 성격적 결함들 혹은 심지어 도덕적 이탈들 조차도 기꺼이 간과하는 것으로 보인다. (*영적 리더십*, 제 1 장, 10 페이지).

Example of a Key Principle: Change the leader – change the organization (*Developing the Leader Within You*, Chapter 4, page 52)

핵심 원리의 예: 지도자를 바꾸라 – 조직을 바꾸라 (*리더십의 법칙*, 제 4 장, 52 페이지).

(2) Group Presentations. During the seminar, the class will be divided into groups for discussion/dialogue. Instructions will be given at that time for the Group Presentations.

그룹발표: 세미나가 진행되는 동안 학생들은 그룹으로 나뉘어 토의 및 대화에 참여할 것이다. 그룹발표에 대한 방식에 그때 주어질 것이다.

(3) Pastoral Leadership Dialogue. At the completion of the Seminar Discussions/Group Presentations from the three textbooks, the professors will lead a Pastoral Leadership Dialogue. The topics/issues/questions for the dialogue will be provided by the seminar students.

목회 지도력에 대한 대화: 3 권의 교과서에 대한 세미나 토론 및 그룹 발표가 종료되면 지도교수들이 목회 지도력에 대한 대화를 인도할 것이다. 이 대화와 관련된 주제들/토의문제들/질문들은 세미나 참가 학생들에 의해 제공될 것이다.

(4) Final Assignment = Personal Assessment Paper. Based on the textbook readings, assignments, and seminar discussions each student will write a **Personal Assessment** of their strengths and weaknesses in pastoral leadership (3 strengths and 3 weaknesses). For each strength, discuss an action plan for strengthening the strength. For each weakness, discuss an action plan for improving the weakness. Format: 15-20 pages, double-spaced, Turabian regarding headings/subheadings, margins, pagination, footnotes. **Due: Hard copy only, mailed to Dr. Lee, postmarked on or before February 28, 2015.**

최종과제물 (개인 평가 보고서): 교과서 독서, 과제물들, 그리고 세미나 토론등을 바탕으로 각 학생들은 목회 지도력과 관련한 장점이나 약점들에 대한 개인적 평가 보고서를 작성해야 한다 (3 개의 장점과 3 개의 약점). 각 장점에 대하여 그 장점을 더 강화시킬 수 있는 행동 실천 계획을 토의하라. 각 약점에 대해 그 약점을 보완할 수 있는 행동 실천 계획을 토의하라.

형식 및 제출기한: 더블 스페이스로 15-20 페이지 분량을 작성하며 제목이나 부제목, 여백, 페이지 번호, 각주등은 튜라비언 스타일을 따른다. 2015 년 2 월 28 일 이전 혹은 당일 소인이 찍힌 하드 카피를 이종길 교수에게 우송한다.

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Course Evaluation 평가기준

1. Reading Responses = 20% for each Response X 3 = 60%
독서반응 보고서: 20% X 3 =60%
2. Group Presentations and Class Dialogue = 20%
그룹발표 및 토론 참여: 20%
3. Final Assignment = 20%
개인평가 보고서: 20%

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