Course: Strategies, Leadership & Management in Ministry, EM/MC 801
Date & Time: Saturday Intensives January 4, 11, 19 and February 8th 2014
Instructor: Mark G. Harden, PhD

COURSE DESCRIPTION:
This course goes in-depth in teaching students the fundamentals of leadership, strategy and management by focusing on the methods and tools that empower one to lead, strategize and manage in ministry. Students are introduced to planning, implementation and change theory for improving processes and outcomes in ministry development in the context of the church and other ministry settings. Students discern how to use a systematic process and method for defining a “need” and constructing a “pastoral response” as a solution for a variety of ministry situations. Students learn to understand their ministry context, the problem, design components and processes, and strategically appropriate resources to bring about positive development and change. This course fulfills the requirements for the M.Div., M.A.U.M.L. degree programs and is a perquisite for the Field-Based mentored Ministry course.

LEARNER OUTCOMES:
Upon completion of this course participants will be able to:
1. Design a program intervention plan as a strategy to address a particular contemporary need or social challenge facing the urban church.
2. Identify a critical need for a ministry in the urban church context from a theoretical and theological perspective using program theory methodology.
3. Develop a program monitoring and management system and tool for effective implementation and evaluation of a ministry strategy.
4. Lead in a ministry development process that integrates the theological, historical, biblical, and social dimensions involved into a coherent strategy.

Benefits may include the following:
- Understand the leadership skills that one needs in ministry development
- Ability to lead an effective planning process for ministry
- Develop ministries with/for impact
- Ability to operationalize ministry challenges
- Ability to systematically identify resources needed for ministry
- Increase stewardship of resources
REQUIRED TEXTS:


Recommended Readings


Other Readings

Articles

• Paul F. McCawley. The Logic Model for Program Planning and Development. University of Idaho Extension. [http://www.uiweb.uidaho.edu/extension/LogicModel.pdf](http://www.uiweb.uidaho.edu/extension/LogicModel.pdf)

Guides


Presentations


• What Difference Do We Make? Outcome-Based Evaluations (PowerPoint presentation). [http://shapingoutcomes.com/rbms.ppt#1](http://shapingoutcomes.com/rbms.ppt#1)
Websites


Worksheets

- University of Wisconsin. http://www.uwex.edu/ces/pdande/evaluation/evallogicmodel.html

Related Readings

This book is the only real text on management of youth programs. You will find here a good overview of what is often weak in youth ministry—organization of personal, professional, and practical areas. (unfortunately out of print)

Drucker has been called the “dean of business and management philosophers.” Although written in the 1950s this classic is considered the best of the heap of books on the subject. Here you will find Drucker’s distinction between theory and practice along with the fundamentals of good management.

The author is an expert and nationally-known consultant in Volunteerism and nonprofit organizations. This book is a needed complement among other texts that come strictly out of the business sector. You should find principles here to help you in your management of not-for-profit organizations.

The editors and other writers lay out a biblical mandate for good management, suggest a theoretical paradigm shift in thinking about management, and then apply the paradigm to the essentials: planning, organizing, staffing, directing, and evaluating.
COURSE REQUIREMENTS:

1. **Program Descriptions**: This assignment is critical for completing exercises and other assignments in the course. It requires you to develop two brief descriptions (1-page) of programs you are very familiar with that ONLY include a description of the participants who benefit from the program, personnel, resources and materials used, activities and events, outputs, and the purpose or overall goal of the program: (10%)

2. **Problem Identification & Needs Assessment**: This assignment consists of two parts: (a) the Problem Statement and (b), the Needs Assessment: (30%)
   - **Problem Statement**: Identifies the underlying challenge that drives the needs. You will need to ensure you take a Person-in-System approach and clearly identify the system(s) that lie in nexus to needs (15%).
   - **Needs Assessment**: Arises from an identification of a critical need for a ministry from a theoretical and theological perspective. Remember that needs usually lie close to the surface and are directly observable. Ensure both the theoretical and theological perspectives are present in this section (15%).

3. **Ministry Plan**: This assignment consists of two parts: (a) the Ministry Action Plan (MAP) and (b), the Logic Model (30%):  
   - **Ministry Action Plan**: This is a brief list of specific components organized in a way that communicates the program concept. It includes a rationale for the program and states the program goal, the objectives or strategies which constitute the main thrust and nature of the program as the “big picture” that you envision for outcome results. Operational objectives—also known as outputs—those pieces necessary to implement the program (i.e., # staff, # meals served, # of vans, etc.) are not described in this figure (15%).
   - **Logic Model**: Describes in logical sequence key program and implementation components that link participants to activities, outputs and outcomes. This model should provide you with a sense of what you will need to make your program unfold during its delivery and how resources and materials will be used to achieve program objectives. This must be in graphic and illustrative form (15%).

4. **Evaluation Plan Outline**: This assignment answers the question, “Can we demonstrate that we are accomplishing what we set out to do?” The purpose of this assignment is to demonstrate your awareness of the connection between the identification of needs, what problems (or challenges) underlie the apparent problem, and how the intervention strategy results in change. You must articulate the indicators of success or outcome achievement due to the program. **Note**: remember that you are not evaluating your operational activities—your outputs. You are evaluating the effectiveness of your program—your outcomes. Outcome measurement activities are distinctly participant-centered (30%).

5. **Class Participation/Attendance**: Students are required to participate in class as much as possible to facilitate a learning environment. There will be in-class assignments to complement and assist students with developing skills and in the completion of their course assignments. Missing part or a whole class will affect your grade. It is important that readings be done before class. Prior contact with the instructor must be made to make
special arrangements to receive course materials or be excused from class. Emergencies will qualify as a legitimate reason for missing a class. However, it is the responsibility of the student to provide proof in writing explaining the reason for their absence. Handouts and instructions for the course assignments will be provided through the term at the appropriate time as related to the course topic (10%).

COURSE GRADING:

In this course there will be several assignments that will contribute to a final grade. The assignments will reflect a total of ninety (90) possible percentage points. Attendance/participation comprises the remaining ten (10) percent. The categories for these assignments and participation and their percentage points are as follows:

- Program Descriptions ................................................................. 10%
- Problem Statement & Needs Assessment .................................. 30%
- Ministry Plan (Ministry Action Plan and Logic Model) ............. 30%
- Evaluation Plan Outline ............................................................. 20%
- Class and Participation ............................................................. 10%
- Total ......................................................................................... 100%

GRADING SCALE

<table>
<thead>
<tr>
<th>Grade</th>
<th>Score</th>
<th>Grade</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>95-100</td>
<td>C</td>
<td>75-77</td>
</tr>
<tr>
<td>A-</td>
<td>92-94</td>
<td>C-</td>
<td>72-74</td>
</tr>
<tr>
<td>B+</td>
<td>88-91</td>
<td>D+</td>
<td>68-71</td>
</tr>
<tr>
<td>B</td>
<td>85-87</td>
<td>D</td>
<td>65-67</td>
</tr>
<tr>
<td>B-</td>
<td>82-84</td>
<td>D-</td>
<td>62-64</td>
</tr>
<tr>
<td>C+</td>
<td>78-81</td>
<td>F</td>
<td>Below 62</td>
</tr>
<tr>
<td>Week</td>
<td>Saturday Class Topic</td>
<td>Before Class Readings</td>
<td>Assignment Due</td>
</tr>
<tr>
<td>------</td>
<td>--------------------------------------------------------------------------------------</td>
<td>-----------------------</td>
<td>---------------------------------</td>
</tr>
<tr>
<td>1</td>
<td>Basics in Program Theory and Design</td>
<td>L (pp. 1-12)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Theological Perspectives in Ministry</td>
<td>WK (pp. 1-25)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Elements of Program Design</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Logic Model</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Basics in Program Theory</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Logic Model Mapping</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Problem Analysis and Identification</td>
<td>D3 (pp. 37-50)</td>
<td>Program Descriptions</td>
</tr>
<tr>
<td></td>
<td>• Problem Definition</td>
<td>D4 (pp. 51-68)</td>
<td>Logic Models</td>
</tr>
<tr>
<td></td>
<td>• Needs Assessment</td>
<td>D5 (pp. 69-93)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Situation Analysis</td>
<td>P (pp. 61-77)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>L (pp. 34-60)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>WK (pp. 27-34)</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Ministry Planning and Implementation</td>
<td>D6 (pp. 97-111)</td>
<td>Needs Assessment</td>
</tr>
<tr>
<td></td>
<td>• Action Plans as Strategic Framework</td>
<td>D7 (pp. 113-140)</td>
<td>Problem Statement</td>
</tr>
<tr>
<td></td>
<td>• Functional Goals and Objectives</td>
<td>D8 (pp. 141-176)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Implementation Planning</td>
<td>L3 (pp. 27-34)</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Performance Measurement and Evaluation</td>
<td>D9 (pp. 177-203)</td>
<td>Ministry Plan: Due by Feb</td>
</tr>
<tr>
<td></td>
<td>• Program Alignment</td>
<td>P (pp. 81-93)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Understanding Measurement</td>
<td>L4 (pp. 63-82)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Basics in Program Evaluation Planning</td>
<td>WK (pp. 35-48)</td>
<td></td>
</tr>
</tbody>
</table>