

*“The mission of Tyndale Seminary is to provide Christ-centred graduate theological education for leaders in the church and society whose lives are marked by intellectual maturity, spiritual vigour and moral integrity, and whose witness will faithfully engage culture with the Gospel.”*

<b>Course</b>	<b>CREATIVITY AND CHANGE IN MINISTRY</b> YMIN 0598 / PAST 0598
<b>Date and Time</b>	JUNE 20 – 24, 2022 MONDAY – FRIDAY 9:00 AM – 4:00 PM SYNCHRONOUS ONLINE
<b>Instructor</b>	<b>DAVID OVERHOLT, EdD</b> Telephone/voice mail: (905) 741-3356 Email: <a href="mailto:doverholt@tyndale.ca">doverholt@tyndale.ca</a>
<b>Class Information</b>	The classes will be livestreamed / in-person Monday to Friday 9:00 AM – 4:00 PM. Students may participate in office hours as posted below.  Office Hours: By appointment only
<b>Course Material</b>	Access course material at <a href="http://classes.tyndale.ca">classes.tyndale.ca</a> or other services at <a href="http://Tyndale One">Tyndale One</a> . Course emails will be sent to your @MyTyndale.ca e-mail account only.

## I. COURSE DESCRIPTION

Often we are educated in critical thinking in preparation for ministry. However, in the field of the professional ministry, thinking that generates new solutions is one of the greatest needs. The church must navigate the current culture of constant change, staying fresh while holding on to eternal truths. Examines the processes of creative thinking and how it relates to problem solving and initiating opportunities in ministry. The processes of change in an organization will also be examined, recognizing one of the roles of the leader is that of a change agent.

## II. LEARNING OUTCOMES

At the end of the course, students will be able to:

1. Examine the current theories of creativity;

2. Develop skills in creative thinking with applications toward generating new solutions to ministry challenges;
3. Describe how creativity can be used in the design and delivery of church services;
4. Examine the role of a change agent in the life cycle of an organization;
5. Learn and apply various change strategies appropriate to the various life cycles of an organization;
6. Articulate the integration of theological, theoretical, and practical aspects of reflective ministry leadership.

### III. COURSE REQUIREMENTS

#### A. REQUIRED READING

Heath, Chip, and Dan Heath. *Switch: How to Change Things When Change is Hard*. New York: Random House, 2010.

Huseby, Karen Lynn. "[A Theology of Imagination and Creativity](#)." Master's thesis, Loyola Marymount University, 2013.

Kotter, John. [Leading Change](#). Boston: Harvard Business School Press, 2012.

#### B. SUPPLEMENTARY / RECOMMENDED READING AND TOOLS

Tyndale recommends [www.stepbible.org](http://www.stepbible.org) – a free and reputable online resource developed by Tyndale House (Cambridge, England) – for word searches of original-language texts, as well as for topical searches, interlinear texts, dictionaries, etc. Refer to the library for other [online resources for Biblical Studies](#).

#### C. INTERACTIVE LIVESTREAM AND/OR HYBRID COURSE REQUIREMENTS

- Livestream attendance for the entire duration of the class at announced times
- Headphones (preferred), built-in microphone, and web-camera
- Well-lit and quiet room
- Stable high-speed internet connection, preferably using an Ethernet cable over Wi-Fi
- Full name displayed on Zoom and Microsoft Teams for attendance purposes\*
- A commitment to having the camera on to foster community building\*

\*exceptions with permission from professor

#### D. GUIDELINES FOR INTERACTIONS

Tyndale University prides itself in being a trans-denominational community. We anticipate our students to have varied viewpoints which will enrich the discussions in our learning community. Therefore, we ask our students to be charitable and respectful in their interactions with each other, and to remain focused on the topic of discussion, out of respect to others who have committed to being a part of this learning community. Please refer to “Guidelines for Interactions” on your course resource page at [classes.tyndale.ca](http://classes.tyndale.ca).

## E. ASSIGNMENTS AND GRADING

### 1) Problem solving project – 8 pages (20%)

Pick one church problem situation (that will be given in class) and give three possible solutions to the problem using the problem solving methods covered in class. This assignment is related to outcomes # 2, 3, 4, 5. **Due Friday, July 15<sup>th</sup>.**

### 2) Book Report – 8 pages (30%)

Review the positive provocations of the book, outlining five critical questions of the material and specific, creative applications to ministry. Book reports will be one of the following books. This assignment is related to outcomes # 1, 2, 6. **Due Saturday, July 30<sup>th</sup>.**

- Duhigg, Charles. *The Power of Habit*
- Firestein, Roger. *Create in a Flash*
- Heath, Chip and Dan Heath. *The Power of Moments*
- Noland, Rory. *Thriving as an Artist in the Church*
- Osborne, Larry. [Sticky Church](#)
- Von Oech, Roger. *A Whack on the Side of the Head*

### 3) Case Study of a ministry change situation - 12 Pages (50%)

Conduct a case study of a ministry situation that has undergone planned change (outline and assess goals, strategies, innovations, personality of change agent, struggles and firmness of change; make recommendations). This assignment is related to all outcomes. **Due Friday, August 5<sup>th</sup>.**

## F. EQUITY OF ACCESS

Students with permanent or temporary disabilities who need academic accommodations must [contact](#) the [Accessibility Services](#) at the [Centre for Academic Excellence](#) to [register](#) and discuss their specific needs. *New students* must self-identify and register with the Accessibility Office at the beginning of the semester or as early as possible to access appropriate services. *Current students* must renew their plans as early as possible to have active accommodations in place.

## G. SUMMARY OF ASSIGNMENTS AND GRADING

Evaluation is based upon the completion of the following assignments:

Problem Solving Project	20 %
Book Report	30 %
Case Study	50 %
Total Grade	100 %

## H. GENERAL GUIDELINES FOR THE SUBMISSION OF WRITTEN WORK

Your work will be graded for, firstly, completion of instructions (if you do not do what I ask, you will receive a “C” or lower). Secondly, understanding of the topic (if you demonstrate a clear understanding, you will receive a “B”). Thirdly, application of theory to practice (if you apply theory to practice, you will receive a B+). Fourthly, creativity and freshness of ideas (“A” and “A-” will be reserved for creative solutions). One letter grade each week will be docked for late papers.

For proper citation style, consult the [tip sheet, “Documenting Chicago Style”](#) (Tyndale e-resource) or the full edition of the [Chicago Manual of Style Online](#), especially ch. 14. For citing scripture texts, refer to sections 10.44 to 10.48 and 14.238 to 14.241 from the *Chicago Manual of Style* or reference the [tip sheet, “How to Cite Sources in Theology”](#).

### Academic Integrity

Integrity in academic work is required of all our students. Academic dishonesty is any breach of this integrity, and includes such practices as cheating (the use of unauthorized material on tests and examinations), submitting the same work for different classes without permission of the instructors; using false information (including false references to secondary sources) in an assignment; improper or unacknowledged collaboration with other students, and plagiarism. Tyndale University takes seriously its responsibility to uphold academic integrity, and to penalize academic dishonesty.

Students are encouraged to consult [Writing Services](#). Citation and other [tip sheets](#).

Students should also consult the current [Academic Calendar](#) for academic policies on Academic Honesty, Gender Inclusive Language in Written Assignments, Late Papers and Extensions, Return of Assignments, and Grading System.

### Research Ethics

All course-based assignments involving human participants requires ethical review and may require approval by the [Tyndale Research Ethics Board \(REB\)](#). Check with the Seminary Dean's Office ([aa@tyndale.ca](mailto:aa@tyndale.ca)) before proceeding.

## **I. COURSE EVALUATION**

Tyndale Seminary values quality in the courses it offers its students. End-of-course evaluations provide valuable student feedback and are one of the ways that Tyndale Seminary works towards maintaining and improving the quality of courses and the student's learning experience. Student involvement in this process is critical to enhance the general quality of teaching and learning.

Before the end of the course, students will receive a MyTyndale email with a link to the online course evaluation. The link can also be found in the left column on the course page. The evaluation period is 2 weeks; after the evaluation period has ended, it cannot be reopened.

Course Evaluation results will not be disclosed to the instructor before final grades in the course have been submitted and processed. Student names will be kept confidential and the instructor will only see the aggregated results of the class.

## **IV. COURSE SCHEDULE, CONTENT AND REQUIRED READINGS**

### **Creativity**

Session One: Introduction, Theories of Creativity, Theology of Creativity (Skinner, Guilford, Torrance, Perkins and Gardiner, Maslow, Bergson, Right/Left Brain)  
Why study creativity?

Session Two: Principles and exercises in generative thinking

Session Three: Principles and exercise in problem solving

Session Four: Story Boarding exercise

Session Five: The Creative Service (planning, teams, producing, drama, dance, music, video, worship centers)

Session Six: Processes and challenges of bringing change to an organization

Session Seven: Principles and challenges of church growth. Creating momentum in Christian ministries

Session Eight: The personal dynamics of bringing change, the change agent

Session Nine: Creating and managing change through various life cycles of a church

Session Ten: Creating new models of ministry

## V. SELECTED BIBLIOGRAPHY

([Tyndale Library](#) supports this course with [e-journals, e-books](#), and the [mail delivery of books](#) and circulating materials. See the [Library FAQ page](#).)

Arliey, Dan. *Predictably Irrational: The hidden forces that shape our decisions*. New York, NY: Harper Collins, 2008.

Beach, Nancy. *An Hour on Sunday*. Grand Rapids, MI: Zondervan, 2004.

Bergson, H. "The Possible and the Real." In *The Creative Mind*, translated by M.L. Andison. New York, NY: Philosophical Library, 1946.

Blissett, Sonia, and Robert McGrath. "The Relationship between Creativity and Interpersonal Problem-Solving Skills and Adults." *The Journal of Creative Behavior* 30, no. 3 (1996): 173-182.

Bracken, J. A. *The Divine Matrix: Creativity as a Link between East and West*. Maryknoll, NY: Orbis books, 1995.

Cameron, Julia. *The Artist's Way: a spiritual path to higher creativity*. New York, NY: Jeremy P. Tarcher/Putman, 2016.

Clark, J. *Managing Innovation and Change: People, Technology and Strategy*. Thousand Oaks, CA: Sage Productions, 1995.

Collingwood, R. G. *The Principles of Art*. Oxford, England: Oxford University Press, 1938.

De bono, Edward. *Lateral Thinking*. London, England: Penguin Books, 2016.

\_\_\_\_\_. *Serious Creativity*. New York, NY: Harper Collins Publishers, 2015.

Firestien, Roger L. *Create in a Flash*. Green Tractor Printing, 2019.

- Firestien, Roger L. *Leading on the Creative Edge*. Colorado Springs, CO: Pinon Press, 1996.
- Firestien, Roger L. *Why didn't I think of that?* Williamsville, NY: Green Tractor Printing, 2019.
- Fullan, Michael. *The Meaning of Educational Change*. Toronto, ON: OISE Press, 1982.
- Gardner, H. *Frames of Mind: The Theory of Multiple Intelligence's*. New York, NY: Basic Books, 2011.
- Gardner, H. *Creating Minds: An Anatomy of Creativity Seen Through the Lives of Freud, Einstein, Picasso, Stravinshy, Eliot, Graham and Gandhi*. New York: Basic Books, 1993.
- Guilford, J. P. *The Nature of Human Intelligence*. New York: McGraw-Hill Book, 1967.
- Guastello, Stephen. "Facilitation Style, Individual Innovation, and Emergent Leadership in Problem Solving Groups." *The Journal of Creative Behavior* 29, no. 4 (1995).
- Heath, Chip, and Dan Heath. *Switch: how to change things when change is hard*. New York: Random House, 2010.
- Heath, Chip, and Dan Heath. *Decisive: how to make better choices in life and work*. New York: Random House, 2013.
- Heath, Chip, and Dan Heath. *The Power of Moments*. New York: Random House, 2017.
- Hersey, Paul, and Kenneth Blanchard. *Management of Organizational Behavior*. Englewood Cliffs, NJ: Prentice Hall, 2012.
- Kelly, Tom. *The Art of Innovation*. New York, NY: Doubleday, 2001.
- Kotter, John. *Leading Change*. Boston: Harvard Business School Press, 2012.
- Kotter, John. *The Heart of Change*. Boston: Harvard Business School Press, 2012.
- Maslow, Abraham. "Creativity in Self-Actualizing People." In *Toward a Psychology of Being*, edited by Nostrand Reinhold Company. New York: John Wiley & Sons, 1968.
- Noland, Rory. *Thriving as an Artist in the Church*. Grand Rapids, MI: Zondervan, 2004.
- Osborne, Alex. *Applied Imagination*. New York, NY: Charles Scribner's and Sons, 1953.
- Osborne, Larry. *Sticky Church*. Grand Rapids, MI: Zondervan, 2008.

Pucco, Gerard J. *Organizational Creativity*. L.A, CA: Sage Publishing, 2017.

Schaller, Lyle G. *The Change Agent*. Nashville, TN: Abingdon Press, 1972.

Schein, Edgar H. *Organizational Culture and Leadership*. 3<sup>rd</sup> ed. San Francisco, CA: Jossey-Bass Inc., 2016.

Tavalin, Fern. "Context for Creativity: Listening to Voices, Allowing a Pause." *The Journal of Creative Behavior* 29, no. 2 (1995).

Torrance, E. P. *Guiding Creative Talent*. Englewood Cliffs, NJ: Prentice-Hall, 1962.

Von Oech, Roger. *A Whack on the Side of the Head*. New York, NY: Warner books, 2008.

Wujec, Tom. *Five Star Mind*. Toronto, ON: Doubleday, 1995.