

Gordon-Conwell Theological Seminary – Charlotte

Course Syllabus

Foundations for Leadership (MC/CL503)

Dr. Steven Klipowicz, Professor

2012 Intensive:

January 23-27, 9:00 a.m. – 4:00 p.m.

Contact Information

Dr. Steve Klipowicz
704-527-9909 (phone)
704-527-8577 (fax)
sklipowicz@gordonconwell.edu

SAKAI

Course documents, calendar and other support will be provided on the SAKAI learning management platform at <https://sakai.gcts.edu>. Students enrolled in the class should be able to access this site by using their student email names and student I.D. numbers.

Course Description:

This course is designed to equip persons to serve effectively as reflective leaders in the contemporary church and related Christian ministries. The course includes a comprehensive and holistic overview of factors inherent to the practice of Christian leadership and ministry in the local congregation and in other settings. Researched based theories and models of leadership, organizational design, and administrative principles will be discussed and evaluated from biblical-theological and cultural perspectives. This course includes a significant developmental component to enable participants to conceive and implement a plan for personal and vocational formation during their tenure in theological education.

Gordon-Conwell Mission:

Gordon-Conwell Theological Seminary seeks to train and encourage students in cooperation with the Church to become skilled in ministry. The Church and the seminary share the goal of seeing knowledge, skills, and attitudes integrated into the person who

leads and ministers. CL503 focuses upon achieving learning outcomes to further this process.

Relationship to Curriculum:

As a foundational course in the Division of Church Ministry, MC/CL503 is required for the Master of Divinity (M.Div.) and Master of Arts (MA-CL) in Christian Leadership degree programs. This course **should be taken early** in these programs as initial preparation for the Mentored Ministry component (MM610). This course can also serve as a ministry option in the Master of Arts in Christian Counseling program and a general elective in all other degree programs. Students in the counseling program can arrange with the professor to develop a bibliography and projects that will correspond with the counseling degree. Students in other degree programs may enroll in this course as a general elective if required.

Course Objectives:

The goal of this course is to develop a foundation for personal development in the student as a Christian leader in ministry or other callings and proficiency in vocational performance as a reflective, theologically-based practitioner. Adequate completion of class assignments, projects, readings, and class activities should enable the student to demonstrate the following as objectives.

1. Develop and articulate a biblical and theological foundation for Christian leadership
2. Acquire enhanced capabilities to assess and learn from the practice of leadership and ministry in the local church by the skill of theological reflection.
3. Learn to analyze incidences in ministry through a case study format and lead a case study exercise as a means of personal and collaborative learning in the practice of ministry.
4. Demonstrate familiarity with major theories of leadership and their relationship to Christian ministry.
5. Learn and apply relevant organizational models for the purpose of analyzing organizational and contextual factors in the leadership process.
6. Create and initiate a comprehensive personal development plan for vocational ministry that will serve as a framework for formation during seminary studies.
7. Clarify personal sense of mission and calling in Christian ministry.

Course Requirements:

Achievements of this course objectives will be measured through a variety of assignments and activities as described below. The successful completion of these activities will require student will spend approximately 135 hours devoted to coursework,

both in and out of class. The following chart indicates how these hours are distributed across the various course requirements. Descriptions of the assignments are listed below.

Course Assignments	Expected Time Commitment (hrs.)	Student's Actual Time on Task
Course Readings	50 hrs.	
Class Time	36 hrs.	
Case Study	15 hrs.	
Leadership Development Plan	10 hrs.	
Leadership Philosophy	25 hrs.	
Total	136 hrs.	

Students should keep a record of time spent on each course-related task, and will submit a final report, as above, with their actual hours spent on each task listed in the last column of the table.

CL 503 Required Readings:

Kouzes, James and Posner, Barry, *The Leadership Challenge*. (San Francisco: Jossey-Bass, 1995). ISBN: 13:978-0-7879-8492

Laniak, Tim, *While Shepherds Watch Their Flocks*. (ShepherdLeaders Publications, 2007). (Available in bookstore) ISBN: 1-929097-23-9

Mahan, J., Troxell, B., and Allen, C., *Shared Wisdom: A Guide to Case Study Reflection in Ministry*. (Nashville:Abingdon Press, 1993). ISBN: 0-687-38335-8

Nouwen, Henri, *In the Name of Jesus*. (Crossroads Publishing, New York, NY, 1983). ISBN: 0-8245-1259-6

Plueddemann, James, E., *Leading Across Cultures*. (IVP, 2009). ISBN: 978-0-8308-2578

Quinn, Roger, *Building the Bridge as You Walk on It*. (Jossey-Bass, 2004).ISBN: 0-7879-7112-X

Rendle, G., *Leading Change in the Congregation: Spiritual and Organizational Tools for Leaders*. (Alban Institute, 1998). ISBN: 1-56699-187-0

Sande, Ken. *The Peacemaker*. (Baker Books, 1997). ISBN: 10:8010-6485-6

Students should read each of these books in their **entirety** (see assignments below for specific reading assignments). **A final letter (signed) indicating the extent of the reading should be turned in at the end of the course to obtain the needed grade**

points as well as the amount of time spent. The amount of points will be pro-rated based upon the percent of the readings completed (Total pages or 50 hours).

Pre-class Preparation

All students should prepare and bring the following assignments to class during the Intensive Week:

A. Written Case Study Description

Using the format from *Shared Wisdom*, complete a case study description that will include a case background, case description and a preliminary analysis, evaluation and theological reflection (see pages 38 – 41 in *Shared Wisdom* for a model). This should capture an experience in ministry or leadership that you would want to explore at a deeper level. Your case description should be 2-3 pages long and should be written with the lines numbered as reflected in *Shared Wisdom*. These case descriptions will be used during the intensive week in small group activities.

B. Pre-class Readings: Read in these in their **entirety** before the intensive week:

- *Shared Wisdom*
- *In the Name of Jesus*
- *While Shepherds Watch Their Flocks*
- *The Peace Maker*

Read the following sections:

- *Leadership Challenge*, p. 1-141
- *Building the Bridge as You Walk on It*, p. 1-94
- *Leading Across Cultures*, p. 17-127

Class Assignments:

Grading for this course will be based upon the following assignments. Students will complete the following projects and exercises and submit them by the identified due date. Grades will be determined by the extent and quality of the work completed. **The descriptions of these assignments and grading criteria can be found at the end of this syllabus (p. 11).** Further explanations of each project will be provided during the first class session.

1. Philosophy of Leadership Paper
2. Case Study Project

3. Personal Development Plan

All work for this course will be due no later than March 1, 2012. Any extensions beyond this date must be determined and approved by the Registrar who will consult with the professor.

Grading:

Grades for the course will be determined by performance on the above exercises and projects. Students can achieve a total of 400 points from courses assignments with the following grade scale and assignment weighting:

Philosophy of Christian Leadership paper	100 points
Case Study Project	100 points
Personal Development Plan	80 points
Completion of required reading	20 points
Total	300 points

Scoring Scale

270 – 300 points	A-/A+
240 – 269 points	B-/B+
210 – 239 points	C-/C+
180 – 209 points	D-/D+

Attendance:

Students are required to attend all sessions of the course. Unexcused absenteeism will result in a loss of grade points. If for reason of illness or family death or emergency, please contact Dr. Klipowicz regarding these events to determine appropriate make-up activities. For additional information concerning attendance, consult the *Student Handbook* requirements and guidelines.

Limited Auxiliary Reading List by Topics:

Leadership

Banks, Robert and Ledbetter, Bernice, *Reviewing Leadership: A Christian Evaluation of Current Approaches*. (Grand Rapids: Baker, 2004).

Bennis, Warren & Thomas, Robert, *Geeks and Geezers: How Era, Values, and Defining Moments Shape Leaders*. (Boston: Harvard Business School Press, 2002).

Ford, Leighton, *Transforming Leadership*. (Glen Ellyn: Intervarsity, 1993).

Heifetz, Ronald and Linsky, Marty, *Leadership on the Line*. (Boston: Harvard Press, 2002).

Kouzes, James and Posner, Barry. *The Leadership Challenge*. (San Francisco: Jossey-Bass, 1995).

Maxwell, John, *Developing the Leader Within You*. (Nashville, Thomas Nelson, 1993).

McNeal, Reggie, *Revolution in Leadership: Training Apostles for Tomorrow's Church*. (Abingdon, Nashville, TN, 1998).

Northouse, Peter, *Leadership: Theory and Practice*. (Thousand Oaks, Sage Publications, 1997).

Sweet, Leonard, *Summoned to Lead*. (Grand Rapids: Zondervan, 2004).

Wright, Walter, *Relational Leadership: A Biblical Model for Leadership Service*. (UK: PaterNoster Press, 2000).

Ministerial Formation and Development

Blackaby, Henry & Brandt, Henry. *Experiencing God: Knowing and Doing the Will of God*, (Nashville, Broadman and Holman, 1994).

Benner, David, *Sacred Companions: The Gift of Spiritual Friendship and Direction*. (Downers Grove: Inter-Varsity Press, 2002).

Boa, Kenneth, *Conformed to His Image*. (Grand Rapids: Zondervan, 2001).

Clinton, Robert, *The Making of a Leader*. (NavPress, Colorado springs, CO, 1988).

Cobble, James & Hous, Donald, *Well-Being in Ministry: A Guide for Pastors, Staff Members & Congregational Leaders*. (Matthews, NC: Christian Ministry Resources, 1999)

- Calhoun, Adele, *Spiritual Disciplines Handbook: Practices that Transform Us*. (InterVarsity Press, Downers Grove, IL, 2005).
- Foster, Richard, *Celebration of Discipline*. (New York: Harper Row, 1977)
- Hinson, E. Glenn, *Spiritual Preparation for Christian Leadership*. (Nashville:Upper Room, 1999).
- McNeal, Reggie, *A Work of Heart: Understanding How God Shapes Spiritual Leaders..* (San Francisco: Jossey-Bass, 2001)
- Mulholland, M. Robert, Jr. *Invitation to a Journey: A Road Map for Spiritual Formation*. (InterVarsity Press, Downers Grove, IL, 1993).
- Nouwen, Henri, *In the Name of Jesus: Reflections on Christian Leadership*. (New York: Crossroads Publishing, 1989).
- Peterson, Eugene, *The Contemplative Pastor*. (Dallas: Word Publishing, 1989).
- Pue, Carson, *Mentoring Leaders: Wisdom for Developing Character, Calling, and Competency*. (Baker House, Grand Rapids, MI. 2005).
- Stanley, Paul and Clinton, Robert, *Connecting: The Mentoring Relationships You Need to Succeed in Life*. (Colorado Springs: Navpress, 1992).
- Thrall, Bill, McNicol, Bruce, and McElrath, John. *The Ascent of a Leader*. (San Francisco: Jossey-Bass, 1999)
- Thielicke, Helmut, *A Little Exercise for Young Theologians*. (Grand Rapids: Eerdsman, 1962).
- Thrall, Bill, McNicol, Bruce, and Lynch, John, *TrueFaced*. (Colorado Springs, NavPress, 2003).
- Willard, Dallas, *The Spirit of the Discipline*. (New York: Harper and Row, 1988).
The Divine Conspiracy. (San Francisco: Harper Row, 1998).
- Williams, Brian, *The Potter's Rib: Mentoring for Pastoral Formation*. (Vancouver: Regent College Press, 2005).
- Zachary, Lois, *The Mentor's Guide: Facilitating Effective Learning Relationships*. (San Francisco: Jossey-Bass, 2000).

Ministerial Identify

Blackaby, Henry, *The Power of the Call*. (Nashville: Broadman and Holman, 1997).

Bratcher, Edward, B., *The Walk-On-Water Syndrome*. (Waco, TX: Word, 1984).

Guinness, Os, *The Call*. (Nashville: Word Publishing, 1998).

Gushee, David, P. & Jackson, Walter C., *Preparing for Christian Ministry: An Evangelical Approach*. (Wheaton, IL: Victor Books, 1996).

Harbaugh, Gary, *Pastor as Person*. (Minneapolis: Augsburg Publishing House, 1984).

Piper, John. Brothers, *We are NOT Professionals*. (Broadman and Holman, Nashville, TN, 2002).

Tidball, Derek, *Skillful Shepherds*. (Grand Rapids: Zondervon, 1986).

Willimon, William H., *Calling and Character: Virtues of the Ordained Life*. (Nashville: Abingdon Press, 2000).

Congregational Leadership

Armstrong, Richard, *Help! I'm a Pastor: A Guide to Parish Ministry*. (Westminster-John Knox Press, Louisville, KY, 2005).

Barna, George, *The Second Coming of the Church*. (Nashville: Word Publishing, 1998).

Carroll, Jackson W., *As One with Authority: Reflective Leadership in Ministry*. (Louisville: John Knox Press, 1991).

Clapp, Rodney, *A Peculiar People: The Church as Culture in a Post-Christian Society*. (Downers Grove, IL: Intervarsity Press, 1996).

Fisher, David, *The 21st Century Pastor: A Vision Based in the Ministry of Paul*. (Grand Rapids: Zondervan).

Hauerwas, Stanley and Willimon, William, *Resident Aliens: Life in the Christian Colony*. (Nashville, Abingdon, 1989)

Kimball, Dan. *The Emerging Church: Vintage Christianity for New Generations*. (Zondervan, Grand Rapids, MI, 2003).

Macchia, Stephen, *Becoming a Healthy Team*. (Baker House, Grand Rapids, MI. 2005).

Trull, Joe and Carter, James, *Ministerial Ethics: Moral Formation for Church Leaders*. (Grand Rapids, Baker Academic, 2004).

Trull, Joe E. & Carter, James E. *Ministerial Ethics: Being a Good Minister in a Not-So-Good World*. (Nashville: Broadman and Holman, 1993).

Webber, Robert E. *Ancient-Future Faith*. (Grand Rapids: Baker Books, 1999).

Willimon, Will, Pastor: The Theology and Practice of Ordained Ministry. (Abingdon, Nashville, TN, 2002).

Organizational and Cultural Dynamics

Bolman, Lee and Deal, Terrance. *Reframing Organizations: Artistry, Choice, and Leadership*. (San Francisco: Jossey-Bass, 1997).

Friedman, Thomas, *The World is Flat: A Brief History of the 21st Century*. (Farrar, Straus, and Giroux, New York, NY. 2004).

Lindgren, Alvin and Norman Shawchuck, *Management for Your Church*. (Nashville:Abingdon, 1977).

Shawchuck, Norman & Heuser, Roger, *Managing the Congregation: Building Effective Systems to Serve People*. (Nashville: Abingdon Press, 1996).

Senge, Peter, *The Fifth Discipline*. (New York: Doubleday, 1990).

Theological Reflection on Ministry

Anderson, Ray, *The Shape of Practical Theology*. (Downers Grove: InterVarsity Press, 2001)

The Soul of Ministry. (Louisville, Westminster John Knox Press, 1997)

Mahan, J., Troxell, B., and Allen, C. *Shared Wisdom: A Guide to Case Study Reflection in Ministry*. (Nashville:Abingdon Press, 1993).

O'Connell Killan, Patricia and De Beer, John, *The Art of Theological Reflection*. (New York: Crossroads, 2002).

Oden, Thomas, C., *Pastoral Theology: Essential of Ministry*. (San Francisco: Harper and Row, 1983).

Stone, Howard W. & Duke, James O. *How to Think Theologically*. (Minneapolis: Fortress Press, 1996).

Swetland, Kenneth, L., *The Hidden World of the Pastor: Case Studies on Personal Issues of Real Pastors*. (Grand Rapids: Baker Books, 1995).

Whitehead, James and Whitehead, Evelyn, *Method in Ministry: Theological Reflection and Christian Ministry*. (Boston: Sheed and Ward: 1995).

Willimon, William, *Pastor: The Theology and Practice of Ordained Ministry*. (Nashville: Abingdon Press, 2002).

Foundations for Ministry (MC/CL503) Course Assignments

Assignment #1: Philosophy of Christian Leadership Paper

The Philosophy of Christian Leadership paper should present a final synthesis of **your** current thinking and practice of Christian leadership within a pastoral or other identified context. This paper should reflect your personal convictions and opinions as under girded and supported by references that indicate interaction with key biblical, theological, and theoretical models and frameworks. The paper should be at least **15 pages long** (double spaced) and have a bibliography of at least **15** sources (books, articles from journals, Internet sources, etc). Since it is a personal statement, use of the first person is permitted and encouraged, but the student should maintain quality and precision in writing style and provide ample support from literature for personal positions. Internet sources should be evaluated for quality. Please avoid use of wikipedia.com and other general Internet sources.

The paper should discuss the following issues:

- Your definition of Christian leadership
- Your understanding of the dynamic of the relationship between leaders and followers
- Your sense of vocation/calling and how that shapes your practice of leadership
- Your current leadership context and how organizational factors shape your practice of leadership
- Your personal core values regarding your leadership role and how they influence your practice of leadership
- Reflections on your personality and its influence on your style of leadership

- A biblical-theological framework for your practice of leadership indicating and discussing key passages and theological themes

This assignment will be **worth a maximum of 100 points** and will be assessed on the following criteria:

- Clarity, logical coherence and quality of writing
- Ability to support statements with appropriate citations and references
- Quality and depth of biblical-theological framework
- Length and quality of bibliography
- Ability to synthesize and integrate personal, theological, and contextual factors into a cogent description of leadership philosophy

This assignment should be turned in together with all other completed assignments by the final due date of March 1, 2012.

Assignment #2: Case Study in Leadership/Ministry

The ability to reflect and learn effectively from personal experiences in ministry or leadership is a primary means of personal and vocational enrichment. The ability to develop discernment and wisdom is an outcome from the intentional study of the “texts” of life experience. Writing and discussing case studies provides a proven methodology for developing acumen in ministry and leadership that can enhance competency in practice. The following exercise will provide you with the opportunity to capture an occasion in ministry as a case study text, personally reflect upon your experience, and conduct a process of collaborative learning around the case. This case study approach will utilize the case study model presented in *Shared Wisdom* by Mahan, Troxell, and Allen.

1. Choose a situation or experience to study
2. Write up the case study as a text to study according to the format presented in *Shared Wisdom*
3. Walk around the case using the following “lenses” to reflect upon the situation in ministry: Personal History, Psychological, Biblical, Theological, Interpersonal Dynamics, and your choice of two of your own.
4. Convene a case study group of 3-4 persons (after doing your personal analysis) to engage in a collaborative discussion of the case according to guidelines and protocol suggested in *Shared Wisdom*.
5. Record or collect the insights of the group regarding the case and use these results for your final written report.
6. Complete case study report (below) and submit by March 1, 2011.

Case Study Report

The written case report should be at least **10 pages long** and contain the following:

- Case background information
- The actual case report
- Personal reflections on the case around four analytical lenses
- Report on and assessment of the case study discussion process
- Report of insights and themes gleaned from case study discussion
- Final synthesis. What have you learned as a result of your personal and collaborative study of this case? What kind of “futuring” will you do in terms of personal learning and application of outcomes of your study? How will you handle similar situations in the future?

The Case Study Assignment will be **worth a maximum of 100 points** and will be assessed on the following criteria:

- Ability of the student to capture clearly and succinctly in writing an experience in ministry
- The completion and proper reporting of all steps of the above process
- Quality of reflection and interaction with the case from various perspectives of participants and relevant literature
- Ability to reflect theologically on the case and integrate learning with professional praxis

Assignment #3: Leadership Development Plan

Formal theological education should present a “season” or opportunity for students to pursue development as a whole person-in-ministry. In addition to academic preparation, students who foresee themselves serving as leaders should intentionally address spiritual and character formation issues, vocational development, and connection with a faith community over their course in seminary. In a sense, students need to see themselves as responsibly working with God and the faith community to “author” this new chapter in their lives by integrating seminary education into a “meta-curriculum” of holistic preparation for leadership in God’s Kingdom. To facilitate this process, students will develop a **Personal Development Plan (PDP)** that will bridge to the time of graduation and beyond. This part of the project will be explained thoroughly during the class week.

The Personal Development Plan provides an exercise to encourage students to intentionally focus on areas needing change or enhancement during the next several years of theological education. This document will reflect a three-fold process of 1) assessment, 2) goal setting, and 3) specific development strategies. The student will focus on the following six areas of life and ministry:

1. Spiritual formation
2. Relational health
3. Integrity of character
4. Personal health and well-being
5. Vocational experience and competency

6. Ecclesial connections

In the Plan, students must develop specific plans for each area with sensitivity to the inter-relatedness of these areas. Each of the areas must be addressed through specific assessment, goal setting and planning. **Assessment (How are you doing?)** must be specific and provide a basis for determining current levels of development and needed improvement or change. Assessment should indicate the means or basis for evaluation whether to personal reflection, testing, feedback, standards, and norms. **Goals (What should I do?)** for improvement must be specifically identified. The more concrete and specific the better! Students need to indicate the basis for the direction of change within the goals for each of the above six development areas. Goals should indicate how intended change or improvement will be identified or evaluated. Finally, **development strategies (What are you going to do about it?)** will detail specific means or practices to be engaged or fostered within each area of personal development. These strategies should indicate stages or phases of change as well as points in time for evaluation and re-assessment (**use a minimum development horizon of two years**). A series of prompts and generative questions follow to help in reflection on each of the above areas.

The Personal Development Plan will be **a narrative** document of **at least 10 pages** of text that addresses the six growth areas in terms of assessment, goals and strategies. Charts, images, and other graphics are welcomed but do not take the place of personal narrative. The Personal Development Plan will be due by March 1, 2012. The Personal Development Project will be worth **a maximum of 80** points and will be assessed by the following criteria:

- The level of personal reflection indicated in the narrative in terms of comprehensiveness
- The clarity of writing and development of the plan
- The thoroughness and coherence of the plan in terms of being a well-developed and workable plan with specific and concrete steps for growth and formation
- The ability to frame goals that will be specific, concrete, measurable, and doable

Provocative Prompts

The following thoughts and questions are meant to be suggestive of possible ways to assess and develop your life in various areas and aid you in your development plan. Please do not think you are obligated to respond to all of these or that you are limited to these prompts.

Spiritual Formation

What is the nature and quality of your relationship to God? How consistent and vital are your times of intimacy with the Lord? What seems to be lacking and why? How varied and comprehensive are your approaches of spiritual formation? What models of spiritual development and formation guide your devotional practices? How can accountability

relationships or spiritual friendships foster your involvement in personal and corporate spiritual disciplines? What are you doing to enhance the spiritual growth of others? What can you do to insure that seminary life does not erode your walk with God? Who do you pray with on a regular basis? Who should your prayer partners? How does your faith help you to trust God in difficult situations, to do things out of your comfort zone?

Relational Health

Do you have close friends? Are you satisfied with the quality of your relationships? Do you have anyone that you can confide with about your deepest concerns and struggles? Why not? Are you involved in Christian community (small group fellowship) and to what degree? What is the quality of your relationship to your family and wife (if married)? What can you do to enhance intimacy in your relationship with your spouse or children? Do you have healthy boundaries in your relationships? Do you have problematic relationships? What can you do to reconcile these? Do you have Christian colleagues with whom you can be vulnerable? What will you do to establish and maintain current relationships?

Integrity of Character

In what areas of your life do you feel a lack of integrity or personal honesty? Do you have a history of problem with a life controlling behavior such as addiction to sex, substances, money, etc.? What behaviors or attitudes do you feel shame? Do you owe people money? Do you cheat on your finances and taxes? Do you struggle with issues of sexuality or gender preference that might compromise your vocation? Are you who you publicly present yourself to be? What behaviors or attitudes do you feel you have that are not consistent with your sense of calling and vocation? What can you do to change? What kind of support or assistance will you need to improve?

Personal Health and Well-being

What concerns or issues has testing revealed about your personality and temperament? Do you have problems with anxiety, depression, impulsivity, or anger? Do you see a counselor or therapist? Are you on medication? Do you feel well most of the time? What problems do you have with your energy levels? Do you sleep well? Do you sleep too much? Not enough? Are you significantly overweight? Do you get enough exercise? Do you have any health problems that may interfere with your ability to do ministry? Do you have a health condition that could be remedied by medical intervention but have not done anything about it? If you could have an elective medical or dental procedure, what would it be? What do you do recreationally? Do you take enough days off? Why not?

Vocational Experiences and Competency

In what areas of ministry do you lack experience? What are you going to do to gain more leadership or ministry experience? Do you have a ministry mentor? If so, is this

relationship personally helpful and satisfying? If not, what can you do to improve it? What other developmental relationships can you foster to facilitate your growth in ministry? What are your current ministry avenues? What new types of ministry would you like to try? What do you do to refresh or improve your performance of ministry or leadership? What cross-cultural ministry opportunities have you had? What types of cross-cultural ministry would you like to do? What keeps you from them?

Ecclesial Connections

What is your current faith community? Are you satisfied with this relationship? If not, why not? Are you thinking about changing denominational affiliation? Why? What are you doing to solidify your professional status with your faith group (license, ordination)? Do you have a mentor or relationship with someone who can develop denominational connections for you? Where will you be serving God in five years? Ten years? How satisfied is your faith group with you and your current ministry? What doctrinal concerns or issues are you currently struggling with? How would these influence your identification with your current faith group?