Gordon-Conwell Theological Seminary – Jacksonville

Course Syllabus

Foundations for Ministry (MC503)
Foundations for Leadership (CL503)

Dr. Steven Klipowicz, Professor

2009 Class Dates:

June 5-6  Friday: 6:30 – 9:30 p.m., Saturday: 8:30 a.m. – 4:30 p.m.
July 10-11 Friday: 6:30 – 9:30 p.m., Saturday: 8:30 a.m. – 4:30 p.m.
August 7-8  Friday: 6:30 – 9:30 p.m., Saturday: 8:30 a.m. – 4:30 p.m.

Contact Information

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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.

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). 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 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. Evaluate current spiritual readiness for ministry and develop a spiritual formation strategy
5. Demonstrate familiarity with major theories of leadership and their relationship to Christian ministry.
6. Learn and apply relevant organizational models for the purpose of analyzing contextual factors in the leadership process.
7. Create and initiate a comprehensive personal development plan for vocational ministry that will serve as a framework for future seminary studies.

MC 503 Required Readings:


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 with other due assignments to obtain the needed grade points. The amount of points will be pro-rated based upon the percent of the readings completed.

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
4. My Spiritual Journey Narrative
5. Personal Analysis of 2 Peter 1:3-11

All work for this course will be due no later than September 11, 2009. 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
- My Spiritual Journey Narrative 60 points
- Personal analysis of 2 Peter 1:3-11 40 points
Completion of required reading 20 points
Total 400 points

**Scoring Scale**

<table>
<thead>
<tr>
<th>Points Range</th>
<th>Grade</th>
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<tbody>
<tr>
<td>360 – 400</td>
<td>A-/A</td>
</tr>
<tr>
<td>320 – 359</td>
<td>B-/B+</td>
</tr>
<tr>
<td>280 – 319</td>
<td>C-/C+</td>
</tr>
<tr>
<td>240 – 279</td>
<td>D-/D+</td>
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</tbody>
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**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.

**Course Schedule:**

**Weekend Module One: Being in Ministry (June 6-7)**

June 5: 6:30 – 9:30 p.m.
- Orientation to Class and Assignments
- Presentation of Theoretical Models
- The Purpose and Practice of Theological Reflection

June 6: 8:30 a.m. – 4:30 p.m.
- What is Ministry?
- Biblical Models and Metaphors of Ministry
- Calling and Vocation
- Story and Significance
- Determining Guiding Values

**Student Assignments (to be completed prior to class on June 5-6):**

Read thoughtfully:
Weekend Module Two: *Becoming in Ministry* (July 10-11)

- Transformation and Ministry
- Character and Integrity
- Developing a Rule of Life
- Developmental Processes and Experiences
- Developmental Relationships and Mentoring
- What is Leadership?
- The Dynamics of Leadership

**Student Assignments (to be completed prior to class on July 10-11):**

**Read thoughtfully:**

- *The Potter’s Rib*: Chapters 1-6
- *While Shepherds Watch their Flocks*: Entire Book

**Personal Narrative**

Complete the *My Spiritual Journey Narrative Assignment and bring to class.* (Consult Class Assignments for details)

**Case Study Draft**

Prepare a case study draft (2-3 pages) of an actual situation in ministry that you would like to explore more thoroughly according to the guidelines and format in Chapter Two and Appendix One of *Shared Wisdom*.

**Weekend Module Three: Doing in Ministry (August 7-8)**

- The Cultural and Social Contexts of Ministry
- Contextualization of Ministry
- Developing Healthy Teams
- Understanding Organizations as Systems
- Leadership Competency in Organizational Life
Student Assignments (to be completed prior to class on August 1-2):

Read thoughtfully:

*The Missional Leader*  
Entire book

*The Leadership Challenge*  
Parts Three – Seven

*The Potter’s Rib*  
Rest of Book

Limited Auxiliary Reading List by Topics:

**Leadership**


**Ministerial Formation and Development**


Mulholland, M. Robert, Jr. *Invitation to a Journey: A Road Map for Spiritual Formation*. (InterVarsity Press, Downers Grove, IL, 1993).


**Ministerial Identify**


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


**Ministerial Practice**


**Organizational and Cultural Dynamics**


**Theological Reflection on Ministry**


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 undergirded 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 beyond required text books (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 September 11, 2009.
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 September 11, 2009.

**Case Study Report**

The written 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 the 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?

7. The Case Study Assignment will be due September 11, 2009 and be worth a maximum of 100 points that 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: Personal Development Plan/Rule of Life

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 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. A copy of this plan will be incorporated into the portfolio of ministry students in the Mentored Ministry office. A short but focused summary of this plan will be included in a section of the project entitled, “My Rule of Life.” This part of the project will be explained thoroughly during the second class weekend.

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. A final one page “Rule of Life” should be added. The Personal Development Plan will be due by September 11, 2009.

The Personal Development Project will be worth a maximum of 60 points and will be assessed by the following criteria:

- The level of personal reflection indicated in the narrative in terms of comprehensiveness
- The completion of a relevant “Rule of Life”
- 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 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 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 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?

Assignment #4: My Spiritual Journey Narrative (Due 2nd weekend (July 10-11)

A person’s current sense of personal, spiritual, and ministerial identity is a product of one’s journey or story. To truly understand yourself, you need to tell your story and tell it often! Moreover, your story helps you understand and more deeply appreciate how God has in a sovereign manner demonstrated his grace, mercy, providence and provision for you. It also reveals how God used events to develop specific spiritual capacities in you such as an increased ability to pray, care for others, or patiently trust God. This assignment provides the opportunity for you to review your life history in terms of creating a spiritual narrative. Your story should provide a view of your relationship to God and His people from your earliest memories to today.

Your narrative text should be at least 8 pages long (double spaced). It should include a visual “road map” of your journey. This diagram or map should fit on one or two pages of standard paper. It can be a creative piece that includes colors, images, and icons if you so desire. Your narrative should identify the following points of your life:

- **Heritage**: What geographical, ethnic, family features or history influenced your journey with God?
- **Acts and Scenes**: How can you divide your life in turns of phases and seasons with God?
- **Cast of Characters**: What relationships played a key role in influencing you for or against God?
- **Mountain Tops**: What times or experiences made you feel closest to God and why?
- **Turning Points**: What incidences were pivotal in your story with God?
- **Crucibles**: At which points of your story did you find yourself suffering? How did this suffering influence your relationship with God? Your understanding of yourself?
This assignment should be completed and brought to class on the second weekend of class (July 10-11). It will be worth a maximum of 60 points and will be assessed according to the following criteria:

- Quality and clarity of writing
- Ability to analyze events of life from a theological perspective
- Creativity in writing and diagram

Assignment #5: Personal Analysis of 2 Peter 1:3-11

One of the overarching biblical frameworks for this course emerges from Peter’s exhortation in his second epistle. This passage delineates the important interaction between divine initiative in grace and human responsiveness and responsibility for personal growth and ministerial fruitfulness.

In order to incorporate this biblical perspective into life and ministry, guidelines for developing a personal “workbook” will be provided on the first day of class. The completion of these assignments centering on this passage will be due on August 31, 2008. This assignment will be worth 40 points based upon completion and quality of the work submitted.