

ML890DI Ministry Leadership Foundations (SF/OS)

January 9, 2012 – March 19, 2012

Ministry Leadership Foundations

DMin Self-Directed Course: ML890DI

Online: Jan 9 – Mar 19, 2012

Bethel Seminary – St. Paul, Minnesota

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SYLLABUS - COURSE DESCRIPTION

This course explores the nature of Christian leadership development and its importance for enhancing the establishment of ministry foundations in the life of the transformational leader. Leadership emergence theory, a theory grounded in the comparative study of many life histories of biblical, historical and contemporary leaders forms the basis of analysis. This theory arises as a direct result of the strong admonition given in Hebrews 13:7-8 to reflect on the lives of spiritual leaders. *"Remember your leaders, who spoke the word of God to you. Consider the outcome of their way of life and imitate their faith."*

The development of a Christian leader takes a lifetime. God processes or shapes a leader in terms of leadership morality (character), leadership skills (competence) and leadership strategy (congruence). The processes that God uses can be studied, categorized and characterized. They can be integrated around a time-line of a leader that shows development from the big picture, lifetime perspective. Patterns can be observed as God develops the leader over a lifetime. In light of these patterns, three umbrella variables, (1) processing, (2) time, and (3) patterns of response form the backbone of this course.

Individual concepts embedded in leadership emergence theory, such as various process items, the unique time-line, personal response patterns, boundaries, giftedness development pattern, sense of destiny, personal ministry philosophy, ultimate contributions, and many more, are examined with a view toward understanding one's own shaping as a transformational leader. These concepts will also aid in establishing foundations for ministry which can support a leader for a lifetime of effective Kingdom service.

Learners will study leadership emergence theory concepts in order to identify them in his or her emergence as a leader. Application of these concepts to the learner's life will be most revealing as learners develop a personal case study. This case study will include numerous items that will help focus learners' leadership development at whatever phase of development they may find themselves.

In addition to applying leadership emergence theory concepts to his or her own life, each learner will develop a familiarity with the concepts in order to "read" with understanding the leadership emergence of biblical characters, historical characters, contemporary characters, or those characters they are seeking to lead themselves. The learner will become conversant with leadership emergence theory to the extent that its concepts and theories can be utilized in ministry. Leadership emergence theory will especially be helpful in describing, predicting and prescribing the learners own leadership emergence in order to maximize their service to God and finish well. Understanding how Christian leaders develop over a lifetime can raise awareness levels of the personal and/or interpersonal dynamics that may hinder or enhance one's personal leadership formation.

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BIO – Gregory W. Bourgond, DMin, EdD



Dr. Greg Bourgond earned a bachelor's degree in Psychology from Chapman University (1979), a Master of Divinity degree (M.Div.) from Bethel Seminary in San Diego (1983), a Doctor of Ministry degree (D.Min.) in Church Leadership from Bethel (1997), and an Ed.D. in Instructional Technology and Distance Education (2001) from Nova Southeastern University. He completed post-graduate studies in the Institute for Educational Management at Harvard Graduate School of Education (2003). He

is the author of "A Rattling of Sabers: Preparing Your Heart for Life's Battles" published in 2010 and "Papa's Blessings" published in 2011.

His previous experience includes ten years in the defense industry and commercial business and over fourteen years in various ministry positions. He has held positions as a Principal Analyst and Project Manager for Analysis & Technology, Inc., Senior Project Engineer for Hughes Aircraft Company, Unit Training Manager for General Electric, and General Manager in Burdick Companies. In ministry he has been a Deacon, Elder, Ministry Director, Associate Pastor, and Executive Pastor. He completed 29 years of active and reserve duty in enlisted and officer ranks in the U.S. Navy.

He most recently served as Assistant to the Provost of Bethel University and Director of Strategy for Online Education providing direction for advancement of online education across Bethel University four academic units; College of Arts and Sciences, College of Professional and Adult Studies, Graduate School, and the Seminary. He provided operational support to Bethel Seminary in the areas of distributed learning, budget development, and future strategic operations. He has also served as Vice President for Operations and Strategic Initiatives, Dean for the Center of Transformational Leadership, and Dean of Academic Affairs and Instructional Technology at Bethel Seminary with trans-regional responsibilities in its six teaching locations, four on the eastern seaboard, one in San Diego, and the main campus in St. Paul, Minnesota. He is currently the executive pastor of a church in Rochester Minnesota, consultant to Denver Seminary, and director of Coaching Certification for Ministry Advantage in Houston Texas as well as president and founder of Heart of a Warrior Ministries based out of St. Paul Minnesota.

Greg serves as a consultant and teacher in the areas of leadership formation and development, spiritual and personal formation, legacy, organizational systems theory and applications, strategic planning, distance learning and technology-mediated course delivery, and small group dynamics. He is the President and Founder of Heart of a Warrior Ministries, a ministry dedicated to helping men live lives of integrity and honor under the authority of God. He has taught many schools, churches, and organizations. Greg has been happily married for 42 years and enjoys his six grandchildren every chance he gets.

COURSE FORMAT

The course will be conducted through Bethel's technology mediated delivery system (Moodle) over a ten week period. The course will begin with an audio conference introducing one another and the subject matter and methods used for the duration of the course. Certain acceptable protocols will be adopted for each course component including

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reading plan, audio conferences, discussion forums, contextual assignments, book reports, and a defined course project.

Reading Plan (Readings)

The reading plan outlines the reading assignments and when they must be read. For instance, if a reading assignment is scheduled for a particular week, the assignment must be completed by the end of that week extended through that Sunday. The student is expected to know the material assigned so that they will be able to fully participate in the audio conferences and discussion forums. I have carefully chosen the required texts and expect a diligent effort in reading and understanding the content contained therein.

Course Presentation (Narrated PPT)

A narrated PowerPoint presentation of six (6) segments has been prepared for your review.

A detailed course schedule includes when each segment should be completed. The segmented PPT is located in the Moodle *Course Documents* and can be downloaded for your listening and viewing purpose. This PPT is critical to the course as each slide contains narration of the concepts presented on the slide. A careful review of the PPT will help you better grasp the course and what is required of you in the course.

Segment 1: Course Orientation, Assumptions

Segment 2: Calling, Finishing Well, Leadership Defined, Spiritual Authority

Segment 3: Leadership Emergence

Segment 4: Ministry Timeline, Processing, Response, Destiny Processing, Boundaries

Segment 5: Ministry Insights, Legacy, Ministry Philosophy

Segment 6: Personal Case Study

Audio Conferences (3)

Each student is required to participate in each and every audio conference. Questions to be asked or issues to be addressed will be given in advance of the call and should be thought through prior to each call. Except for the introductory conference, responses should be substantive and give evidence of integration of lessons learned from the texts. The person speaking should give their first name at the beginning of their contribution. Interruptions are to be avoided until the speaker has completed his or her comments. Follow-up questions are encouraged.

All conference calls will be conducted in the evening (7:00 PM CST) using Bethel's multi-port audio conferencing system. Please refrain from using the intercom or speaker phone feature of your phones or cell phones. Find a quiet place to participate in the call. Plan on at least 1 hour unless the subject matter has been exhausted or more time is required.

Call in to the following number (651-638-6387) at least a couple a minutes ahead of schedule. You will be required to declare a *Conference ID* and your *Personal Pin Number*—both of which will be supplied to you by separate email. You will hear music for a short time than a beep and nothing else. You may be the first so if you ask if anyone is on the line and no one answers don't panic, stay on line until others arrive. If you are having difficulty or get disconnected or wonder where people are call my cell phone (651-308-1530).

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The professor reserves the right to change the discussion topics in the audio conference as the need arises.

Discussion Forums (2)

Everyone participates in the discussion forums. Questions or statements will be presented for each forum. Substantive comments must indicate an understanding of the subject matter gleaned from the readings and other supplemental material (either pursued by the student or offered by the professor). As the course continues lessons learned from the readings and other materials should show integration. One substantive comment must be submitted for each question or statement. With the exception of the last discussion forum, three responses must be submitted in reply to comments from other students.

For example, you must submit a comment for each question or statement of the professor. Secondly, you must reply (substantively) to at least three other students on any one comment they make. So, besides your comments to the questions and/or statements of the professor I should be able to read at least three additional comments, one each in response to another student.

The professor reserves the right to change the questions or statements in the discussion forum as the need arises.

Contextual Assignments

The contextual assignments include the discussion forums and the audio conferences. These components will address the organizational applications of the learning materials. Each conference or forum will require the student to apply what they have learned to their ministry context. The questions or statements addressed will focus on practical issues germane to these settings.

Book Reports

Students are expected to complete a book report for **two of the five texts** used for the course: (1) Terry Walling – Stuck!, and (2) Hagburg and Guelich – The Critical Journey.

The reports are to be double-spaced with a one and one-half margin on the left and a one-inch margin on the right, top and bottom of the pages. The report must not exceed two pages (one-sided sheets), and must be at least one and one-half pages. This exercise will be quite challenging, as it will force you to analyze, synthesize and evaluate a rather large body of material in a relatively concise format.

In your report seek to address the following issues ...

1. The “big idea” of the book.
2. Five key learning points for you personally.
3. Two things you hope to apply in your ministry/organizational setting.

The student will be expected to incorporate their learning from these resources in the other components of the course especially in the discussion forums and audio conferences.

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Personal Case Study

The majority of the submitted work is in the form of a running, personal case study. Learners will build a personal case study of their own emergence as a leader by looking through the lens of leadership emergence theory. Assignments of analysis and reflection will pertain to major concepts studied throughout the duration of the quarter. These assignments will be done week by week so that by the end of the quarter the entire case study will (for the most part) be completed. Learners will simply compile the individual assignments into a completed personal case to be turned in for a final grade.

Specific instructions for the individual case study items are included in the Course Documents section under the heading "SUPPLEMENTAL CASE STUDY INSTRUCTIONS." Length of the case study will vary according to the desire of the learner. All sections of the case study are to be double-spaced unless noted otherwise.

This assignment will be graded according to the following criteria. (1) The learner's demonstrated level of understanding of the course material. (2) The integration of the course material into the assignments, including readings, class discussions, and where appropriate, Discussion Board interactions with fellow learners. (3) The demonstrated degree of rigor and depth with which the learner processes the issues and challenges associated with each assignment. In other words, does the learner's written work clearly demonstrate that he or she has personally grappled with the life-issues raised in each assignment? Individual items that make up the case study include the following:

- A. **Overview Phase Chart:** the development of a personal timeline which gives indication of uniqueness of personal development, as well as an overview of components studied from leadership emergence principles.
- B. **Narrative Capsule:** written narrative of what is pictorially described on the overview phase chart according to the major developmental phases and sub-phases from the learner's personal time-line.
- C. **Analysis of Process Items:** description of various process items selected in the overall development of the learner.
- D. **Analysis of Response Patterns:** description of various response patterns selected in the overall development of the learner.
- E. **Ministry Insights Analysis:** description of various ministry experiences of the learner, which can provide insight into unique methods associated with the learner's ministry.
- F. **Giftedness Venn Diagram:** giftedness diagram that gives indication of spiritual gifts, natural abilities and acquired skills.
- G. **Boundary Analysis:** description of one phase of boundary that significantly enhanced leadership formation.
- H. **Destiny Process Analysis:** description of process items that have led to an enhanced awareness of a unique sense of destiny, which can provide evidence of life purpose.
- I. **Life Purpose Paragraph:** gives indication of ultimate purpose for one's life and ministry.
- J. **Ultimate Contribution Analysis:** a projection of the "lasting legacies" the learner would want to leave behind as a leader.

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The Personal Case Study comprising all of the elements listed above is DUE on July 1st no later than 4:00 CST. If you are sending a hard copy to me make sure it postdated no later than July 1st which means it has to be completed before that date to make the mail deadline.

REQUIRED READING (~ 1900 pages)

- Clinton, J. Robert. 1988 **The Making of a Leader**. Colorado Springs, CO: Navpress. ISBN 0891091920 – 272 pages

This book represents the tip of the iceberg regarding *Leadership Emergence Theory* (LET). This body of research evolved over time as J. Robert Clinton and his team applied grounded theory methodology to case studies of biblical, historical, and contemporary Christian leaders to ascertain how God develops a leader. At the time of this publication over 600 case studies had been completed yielding over 13 different core areas of research. To date over 3700 case studies have been completed adding much to the base of LET.

- Clinton, J. Robert. 1989 **Leadership Emergence Theory** (Reference). Barnabas Publishers. ISBN 097418182X – 460 pages

This manual is a reference document for the various concepts, structures, methods, processes, strategies, and principles that comprise *Leadership Emergence Theory* (LET). Essentially, it provides great detail explain a basic developmental framework $L = f(p, t, r)$ where L is a given leader, f means "function of", p means processing, t means time, and r means response patterns. Therefore, each leader goes through similar development as a function of time, processing, and response to the processing. The book is written in a form for quick reference to concepts and terms and is not meant to be read from cover to cover although that can be done. Where *The Making of a Leader* above is the 'tip of the iceberg' this manual is what lies under the surface.

- Hagberg, Janet O. and Robert A. Guelich (2004). **The Critical Journey**, 2nd edition. Salem, WI: Sheffield Publishing. ISBN 1879215497 – 268 pages

This book describes the 'critical journey' or spiritual journey to maturation as a follower of Christ and as a leader. The authors address the struggle to find meaning and wholeness, the crisis of values and identity at mid-life, the quest for self-actualization, the healing of early religious experiences, and questions about the spiritual journey.

- Walling, Terry (2008). **Stuck! Navigating the Transitions of Life and Leadership**. ChurchSmart Resources. ISBN 1889638757 – 144 pages

Transitions occur in the lives of all committed Christ followers. They are the moments and days that lie between what is and what is to come. Transitions are in the seam between one development phase and the next. They deepen one's trust and dependency on God and help Christ followers better recognize God's voice and calling in their life. As you walk through this book, some of the following questions will be addressed: What is a transition? How do I know if I am in a transition? What is the pathway through the transition? How does God use the transition to shape my life and direction? How do I know when the transition is over? What can I expect in the future? "Stuck!" is about finding God in new ways and discovering his purposes, while at the same time, surviving and navigating through a time of transition.

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- Clinton, J. Robert (2005). **Strategic Concepts That Clarify a Focused Life**. Barnabas Publishers. ISBN 0971045437 – 212 pages

This manual was originally written in 1995 by Dr. J. Robert Clinton and used in classes at Fuller Seminary. After ten years of use the book has been revised to show the latest findings gathered from these ten years of studies of leaders' lives. The manual gives results of research on focused lives: life purpose, effective methodologies, major role and ultimate contribution. It defines a Personal Life Mandate—a two to three page document with narrative paragraphs giving the findings of a focused life. The end result is a major tool for decision making and help in movement toward a focused life. The concepts will be used by leaders for their own lives and for others as they mentor them toward completion of an Ephesians 2:10 life.

- **Course Reader:** This consists of supplemental articles including case study examples (Available in Course Documents on Moodle)

This consists of supplemental articles including case study examples (photocopied, mailed and charged to learner's account). This is a large file which you will need to download and open rather than trying to open in Moodle. The following articles are included in the reader.

- Lifecycle of a Leader (1-31)
 - The Time-line (32-53)
 - Getting Perspective (54-139)
 - Understanding Spiritual Giftedness (140-161)
 - Ministry Insights (162-169)
 - Boundary Processing (170-209)
 - Ministry Philosophy (210-247)
 - The Ultimate Contribution (248-269)
 - Social Base Processing (270-299)
- **Case Studies:** A document entitled *The Making of a Leader Workbook* located on the ML890DI Moodle Course Page contains **two** exemplary case studies (one beginning on page 43 – Jo A. Gast and the second beginning on page 113 – David B. Johnson) that serve as excellent examples of what a case study should include.

Additional Course Materials (Moodle Course Documents)

With the exception of the required reading texts all materials are included under *Course Documents* and include the following items.

ML890DI Course Reader (explained above).

ML890DI Course Presentation - PPT + Narration - (explained above).

Finishing Well Articles: Most leaders do not finish well. J. Robert Clinton and his team have studied the lives of Christian leaders (biblical, historical, contemporary) using grounded theory methodology. They have identified characteristics of those who have finished well, barriers to finishing well, and enhancements (lessons for us) on how to finish well.

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Sphere of Influence: This document describes the three spheres of influence available to the leader --direct, organizational, and indirect. Sphere of influence refers to the totality of people being influenced and for whom a leader will give account to God. Sphere of influence can be measured in terms of *extensiveness* (refers to quantity), *comprehensiveness* (refers to the scope or breadth of things being influenced), and *intensiveness* (the depth to which influence extends to each item within the comprehensive influence). As the leader grows and moves through each phase of development the spheres expand as well.

Process Items: God uses process items to shape us as leaders. God uses his chisel or scalpel over the course of our lives to develop a Christ-centered leader. This folder contains descriptions and definitions of the 51 process items identified by J. Robert Clinton and his team.

This folder contains three documents that describe each of the 51 process items in three different formats—alphabetically, by formation categories, and by more detailed descriptions and definitions.

Response Patterns: Response patterns describe how a leader 'responds' to God's processing: A pattern is something that is repetitive over time and hence recognizable. Sometimes it is made up of a combination of things like behaviors, attitudes or qualities that combine to become characteristics of a person or a shaping process. These patterns, when observed, are helpful for their evaluative insights and their predictive qualities. Twenty-six response patterns are addressed in this document.

Ultimate Contribution(s): This document addresses twelve possible legacies you might live and leave when God calls you home. Legacy is the aroma left in the nostrils of those God has called you to influence. This is the aroma that should linger long after you are gone. Sensing what your contribution(s) might be in advance helps you to live intentionally to that end.

Supplemental Case Study Guidelines (explained above).

Other Course Documents:

- Quadrant II Time Management
- Bible-Centered Leadership
- Maverick Leaders
- Destiny Processing
- Building a Giftedness Venn Diagram
- Ultimate Contribution
- Supplemental Case Study Guidelines
- MOAL Workbook – Case Study #1 & #2

These resources will provide valuable reference for the development of your personal case study. This case study will constitute the project required for this course.

GOALS OF THE COURSE

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- A. Learners will come to understand the importance of establishing healthy ministry foundations in order to become a transformational leader in light of leadership emergence theory.
- B. Learners will become conversant with a wide range of leadership emergence concepts so as to apply them to the analysis of his or her life, or the lives of others as demonstrated by a completed personal case study.
- C. Learners will become proactive in their own development processes associated with Ministry Foundations the rest of their lives. Concepts such as focal elements and personal life mandates should move the learner toward a personal proactive transformational leadership stance.
- D. Learners will go through the paradigm shift from seeing ministry as primarily doing to seeing ministry as primarily flowing out of being. Learners will also come to understand more of what being means uniquely for themselves in terms of personality, ultimate identity, giftedness, values, and ministry structure insights.
- E. Learners will learn to glean and value leadership lessons from the lives of others with a view toward developing their own ministry philosophy.

GRADING

A total of 100 points are possible. Each assignment/grading category reflects both the percentage of the class grade, as well as the number of points allocated for the particular category. A final grade of "A" (95-100) is reflective of an extremely high demonstrated quality level for graduate studies with reference to the areas of (a) class preparation and participation, and (b) accomplishment of the course assignments according to the stated criteria for each assignment as communicated on this syllabus. A final grade of "B" (85-87) is reflective of an average demonstrated quality level for graduate studies. A final grade of "C" is reflective of a below average demonstrated quality level for graduate studies. Grading points per assignment will be determined as follows:

A. Satisfactory Participation in Two Discussion Forums (5 points each)	10%
B. Personal Case Study (65 points in total)	65%
1. Overview Phase Chart	8%
2. Narrative Capsule	9%
3. Analysis of Process Items	6%
4. Analysis of Response Patterns	6%
5. Ministry Insights Analysis	6%
6. Giftedness Venn Diagram	6%
7. Boundary Analysis	6%
8. Destiny Process Analysis	6%
9. Life Purpose Paragraph	6%
10. Ultimate Contribution Analysis	6%
C. Two Book Reports (5 points each)	10%
D. Participation in Three Audio Conferences (5 points each)	15%

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Course Projects

The successful completion of a series of course-related ministry projects is an important component of the D.Min. program. Each project is to include application of concepts presented in the course content. The projects are individually designed programs related to the student's ministry, carried out in the student's own setting.

The project concept is based on the expectation that a competent professional seeks to expand understanding and skill through professional practice. Such growth requires the designing of segments of ministry activity with specific aims in mind. In the D.Min. program these projects test creativity and skill, and the ability to conceptualize and articulate the integration of theology and practice as well.

The project is the primary basis for the determination of the grade for the course from which it is derived.

Nature of a Project

For this course the project is defined as a detailed personal case study (see Supplemental Case Study Guidelines).

A project consists of three steps:

- *Proposal (not required)*
- *Execution of the project*
- *Report: the report is a log of the time spent in the various phases and activities of the writer.*

On-Site Evaluator

*This project **will not require** an on-site evaluator because of the personal nature, substance, and confidentiality of the information revealed by the participant in the case study itself. This project will not be placed on a library shelf for review.*

Project Procedures

Immediately upon completion of the course (March 19, 2012) the project is to be initiated and a report submitted to the professor of record (Dr. Gregory W. Bourgond) either by electronic means (attachment to an email) or hard copy sent by mail to the following address – 391 Harriet Circle, Shoreview, Minnesota 55126.

- *The report is a narrative account of the planning and execution of the project. Particular attention is to be paid to evaluation, with critical reflection on the degree of goal achievement and the reasons for it.*
- *Included should be references to what was learned from the project and how these findings are important to further professional development.*
- ***A typical course project is 40-60 pages in length and must take approximately 120 hours of work to prepare.** The project report may include as appendices any supporting*

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documents used in the project if they are helpful to a reader's understanding of what was done.

Project Report Requirements

- Typewritten, **double-spaced**, following the writing style and form guidelines of Turabian (see Section 7 of this manual). If Turabian is not used correctly, the instructor can return it to you for correction or give you a lower grade.
- Submitted directly to the instructor in the mode requested (e-mail or paper copy).
- Submitted within 4 **months** following completion of the course – July 1st no later than 4:00 PM CST.

COURSE & ASSIGNMENT SCHEDULE

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Course Schedule						
January 9 – March 19, 2012						
W K	Times	Readings	Viewings	Forums	Conferences	Other Documents
	Pre-Course	The Making of a Leader	PPT Segment 1			
1	Jan 9–15	CR: Lifecycle of a Leader (1-31)			Audiocon #1 January 9 th 7:00 PM CST	Quadrant II Time Management
2	Jan 16-22	The Critical Journey <i>Report DUE January 29th</i>	PPT Segment 2			Bible-Centered Leadership
3	Jan 23–29			Forum #1 January 23 rd		Finishing Well Articles
4	Jan 30–Feb 5	Leadership Emergence Theory <i>(Familiarize yourself with the contents)</i>	PPT Segment 3			Maverick Leaders
5	Feb 6–12			Forum #2 February 6 th		Sphere of Influence
6	Feb 13-19	Stuck! <i>Report DUE March 4th</i> CR: The Time-line (32-53)	PPT Segment 4			Process Items (3)
7	Feb 20–26	CR: Understanding Spiritual Giftedness (140-161) CR: Boundary Processing (170-209) CR: Social Base Processing (270-299)			Audiocon #2 February 20 th 7:00 PM CST	Leader Response Patterns
8	Feb 27–Mar 4	CR: Ministry Insights (162-169) CR: Ministry Philosophy (210-247)	PPT Segment 5			Destiny Processing Building a Giftedness Venn Diagram
9	Mar 5–11	Strategic Concepts CR: The Ultimate Contribution (248-269)				Ultimate Contribution
10	Mar 12–18	CR: Getting Perspective (54-139)	PPT Segment 6			Supplemental Case Study Guidelines
	Post-Course	Case Study #1 Case Study #2			Audiocon #3 March 19 th 7:00 PM CST	MOAL Workbook

CR: Course Reader

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Pre-Course Preparation

Readings: *The Making of a Leader* (Clinton)

Viewings: Download **Segment 1** from Moodle for viewing and listening.

Week One: January 9 – 15

Readings: Course Reader – *Lifecycle of a Leader* (1-31)

Audio Conference #1: Monday, January 9th @ 7:00 PM CST (651-638-6387)

1. Name, Profession, Position, Responsibilities, Family
2. What do you hope to get out of this course?
3. What has been your greatest challenge in your ministry recently?
4. Share your latest 'process item.'
5. Review of the syllabus.
6. Brief discussion of project.
7. Questions?

Other Documents: *Quadrant II Time Management* (Moodle Course Documents)

Week Two: January 16 – 22

Readings: *The Critical Journey* (Hagburg and Guelich) – Report is DUE January 29th

Viewings: Download **Segment 2** from Moodle for viewing and listening.

Other Documents: *Bible-Centered Leadership* (Moodle Course Documents)

Week Three: January 23 – 29

Discussion Forum # 1: Finishing Well

Of the leaders in the Bible who had enough information about them only 30% of them finished well. When the sample base was extended to historical and contemporary leaders the statistic did not change much.

Those that did finish well exhibited certain common characteristics. Those who did not finish well hit certain barriers that prevented them from finishing well. From this body of information the author identifies certain things a leader can do to finish well.

Read the **Finishing Well Articles** and respond to the following questions.

1. In your view and experience what one or two characteristics were evident in leaders you know who have finished well or are well on the way to finishing well?
2. What barriers to finishing well require your personal attention?
3. What enhancements to finishing well are the most needed by you at this stage of your leadership development?

Other Documents: *Finishing Well Articles* (Moodle Course Documents)

Week Four: January 30 – February 5

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Readings: *Leadership Emergence Theory (LET)* (Clinton)

Browse through the reference to get an idea of what is contained in the book. LET should be used as a reference guide throughout the course. Terms, concepts, processes, methodologies, etc. are defined, described, and explained. Examples are used throughout to convey the utility of the information.

Viewings: Download *Segment 3* from Moodle for viewing and listening.

Other Documents: *Bible-Centered Leadership* (Moodle Course Documents)

Week Five: February 6 – 12

Discussion Forum # 1: Sphere of Influence

Each of us has a sphere of influence in which we operate. More specifically, we have a direct, indirect, and organizational sphere. Sphere of influence can be measured in terms of extensiveness (refers to quantity), comprehensiveness (refers to the scope or breadth of things being influenced), and intensiveness (the depth to which influence extends to each item within the comprehensive influence).

Read the article entitled *Sphere of Influence* and respond to the following statements or questions.

1. Describe your direct, indirect, and organizational spheres of influence.
2. Who influences you directly, indirectly, and organizationally?
3. Where is your influence exerted most effectively?

Other Documents: *Sphere of Influence* (Moodle Course Documents)

Week Six: February 13 – 19

Readings:

1. *Stuck!* (Walling) – Report is DUE March 4th
2. Course Reader – *The Time-line* (32-53)

Viewings: Download *Segment 4* from Moodle for viewing and listening.

Other Documents: *Process Items* (3 Documents) (Moodle Course Documents)

- Process Items - Formation Categories
- Process Items - Definitions
- Process Items – Alphabetized

Week Seven: February 20 – 26

Readings: Course Reader (3 Documents)

1. *Understanding Spiritual Giftedness* (140-161)
2. *Boundary Processing* (170-209)
3. *Social Base Processing* (270-299)

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Audio Conference # 2: Monday, February 20th, 7:00 PM CST (651-638-6387)

1. *Spiritual Giftedness.*
2. *Boundary Processing.*
3. *Process Items.*
4. *Response Patterns.*
5. *Social Base Processing.*
6. *Ministry Insights.*
7. *Ultimate Contributions.*
8. *Questions?*

Other Documents: *Leader Response Patterns* (Moodle Course Documents)

Week Eight: February 27 – March 4

Readings: Course Reader (2 Documents)

1. *Ministry Insights (162-169)*
2. *Ministry Philosophy (210-247)*

Viewings: Download **Segment 5** from Moodle for viewing and listening.

Other Documents: *2 Documents* (Moodle Course Documents)

1. *Destiny Processing*
2. *Building a Giftedness Venn Diagram*

Week Nine: March 5 – 11

Readings:

1. *Strategic Concepts That Clarify a Focused Life* (Clinton)
2. Course Reader – *The Ultimate Contribution (248-269)*

Other Documents: *Ultimate Contribution* (Moodle Course Documents)

Week 10: March 12 - 18

Readings: Course Reader – *Getting Perspective (54-139)*

Viewings: Download **Segment 6** from Moodle for viewing and listening.

Other Documents: *Supplemental Case Study Guidelines* (Moodle Course Documents)

Post-Course Application

Readings: Making of a Leader Workbook – *Case Study #1 (43 ff); Case Study #2 (113 ff)*

Viewings: Download **Segment 1** from Moodle for viewing and listening.

Audio Conference #3: Monday, March 19th @ 7:00 PM CST (651-638-6387)

1. *Discussion regarding the course project – Personal Case Study.*

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2. *What did you learn that was most helpful to you?*

DUE: Personal Case Study - July 1st - NLT 4:00 PM CST

Accessibility: Please contact the instructor as soon as possible if disability-related accommodations are needed. Accommodations for learners with documented disabilities are set up through the office of Disability Services. Contact the Director of Disability Services at (651) 635-8759.

Academic Course Policies: Please familiarize yourself with the catalog requirements as specified in Academic Course Policies document found on the Registrar's website at:

<https://bethelnet.bethel.edu/ureg/bssp/acp/>.

You are responsible for this information, and any academic violations, such as plagiarism, will not be tolerated.

Course Evaluations: All courses are evaluated, and the completion of the course evaluation is required to be part of learners' final grade. An email with a link to the survey will be delivered on May 31 through the learners' Bethel email account. A follow-up email will be sent June 6. The survey will be active from May 31-June 10.

Learner course assessments are an important part of course development and enhancement. In order to recognize the value of your input and to encourage you to provide that input, your completion of the course assessment will be included as a factor in your final course grade. Review the course syllabus for how this will be calculated. For any questions regarding the course evaluation process, please go to:

<https://bethelnet.bethel.edu/ureg/bssp/eval index>.

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4. Once you are at the Moodle homepage, scroll down until you see "My Courses".
5. All available courses will be listed under the heading "My Courses". Select the course you want to see by clicking on the title.
6. Your instructor can choose to organize information by week or by topic.

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- a. The first link you should see at the top of the page is “News Forum”.
Announcements will be posted here.
 - b. Syllabus may also be posted here.
 - c. Each week or topic may contain links to readings, assignments, web pages or other various resources.
7. The left and right hand side of the page will include other various links such as:
- a. Participants: A list of all members of the class.
 - b. Forums: Different “forums” or discussions will be posted here.
 - c. Resources: This link can take you to various documents or materials uploaded by your professor.
 - d. Library Link: A link to various library resources.
 - e. Latest News: This gives a brief preview of the most recent announcements.

Academic Course Policies

(Please see catalog for full range of requirements.)

General Course Expectations: Written assignments should represent the student’s own work, confirm to principles of academic integrity, and reflect doctoral-level thinking and writing skills, and be in accordance with the program’s guidelines for style and form issues (*see section 7 of the D.Min. Student Manual*).

1. **Academic Integrity** (88-9): “Written material submitted must be the original work of the student. Academic dishonesty constitutes a serious violation of scholarship standards at Bethel and can result in denial of credit and possible dismissal from the school. Any act that involves misrepresentation regarding the student’s academic work is forbidden. Academic dishonesty includes cheating on assignments or exams, plagiarism, fabrication of research, multiple submissions of work in different courses, misrepresentation of academic records, the facilitation of academic dishonesty, and depriving others of necessary academic resources.”
2. **Course Papers** (90): “All assigned course and term papers in all degree programs are to be submitted in thesis form in conformity with the most recent edition of Kate Turabian’s *A Manual for Writers...*” “In addition, students are expected to use inclusive language.”
3. **Incomplete Course Work** (92): “Students are expected to submit all work by the dates set by the course instructors and complete all course requirements. The grade ‘Incomplete’ is temporary and will be granted only in unusual circumstances (such as serious illness or critical emergencies) and will not be considered for a student who is simply behind in the assignments.”
4. **Harassment Policies** (93): “Bethel Seminary is committed to providing a Christ-centered community where students, faculty, and staff can work together in an

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atmosphere free from all forms of harassment, exploitation, or intimidation, including racial and sexual harassment. All members of the Bethel community are expected to educate themselves about sexual and racial harassment.”

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6. **Drops/Withdrawals:** If you are dropping or withdrawing from a course, it is important to establish your last day of attendance. Please notify the registrar’s office and contact your instructor of your intent to drop or withdraw from a course.

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