

## PERSONAL AND MINISTRY DEVELOPMENT

### COURSE DESCRIPTION

*Personal and Ministry Development* focuses on key issues and resources essential to the practice of effective ministry over the long haul. This integrative seminar will assist participants in becoming students of themselves, the church and the culture. Personal growth areas include: clarifying ministry values and priorities, serving out of one's uniqueness, maintaining adequate reserves, the art of listening, handling criticism, managing expectations and serving through seasons of ministry. Professional growth areas include: team leadership, building healthy congregations, dealing with congregational expectations, understanding cultural trends, implementing change and navigating ministry transitions.

### LEARNER OUTCOMES: The student will:

1. Identify personality and skill strengths for greater self-awareness and ministry effectiveness.
2. Appreciate the benefits of complementary giftedness when expressed in team ministry.
3. Develop a personal ministry action plan.
4. Construct a functional resume.
5. Establish criteria for positive ministerial evaluation, including career direction and transitions.
6. Understand how to identify, clarify and cope with multiple congregational expectations.
7. Examine significant cultural trends, and articulate strategies for effective ministry within the shifting culture.
8. Analyze important resources for ongoing personal and professional growth.

### TEXTS:

Cionca, John R. *Before You Move: A Guide to Making Transitions in Ministry*. Grand Rapids, MI: Kregel Publications, 2004. ISBN 0835423929

Cionca, John, ed. *Dear Pastor: Ministry Advice from Seasoned Pastors*. Loveland, CO: Group Publishing, 2007. ISBN 0764434365

Ellis, Lee and Larry Burkett. *Finding the Career that Fits You (workbook)*. Chicago: Moody Press, 1998. ISBN 0802425224

McIntosh, Gary. *One Size Doesn't Fit All*. Grand Rapids, MI: Fleming H. Revell, 1999. ISBN 0800756991

### DVD's:

*The National Leadership Forum*. DVDs from all speakers at the 2007 conference. A set will be made available **on loan** to students. Because these DVD are no longer available for purchase (all copyrights reverted back to the individual speakers after the conference set was produced) a grade of **"F"** will be given for the course if the DVDs are not returned by **May 29, 2008**. These DVDs may not be duplicated for personal use or for distribution!

## PROFILES

*Team Dimensions* profile [Available in course packet for \$15]

*Dimensions of Leadership* profile [Available in course packet for \$15]

*Situational Leadership* profile [Available in course packet for \$9]

## COURSE REQUIREMENTS

1. **Regular Participation:** Credit awarded through on-time papers and Blackboard postings. **Late Assignments or assignments without required postings will not be awarded a grade higher than a C.**
2. **Reading of Required Texts and Articles:** Approximately 750 pages of assigned readings at 30 pages per hour plus [25 hours—Credit awarded when reading/viewing report submitted with assignments].
3. **Completion of *Finding the Career that Fits You* workbook:** Includes a **Ministry Action Plan** summary and **Functional Résumé**. The résumé should be prepared for a search committee of a church or other ministry. Work up a new resume informed by this resource. Be sure you highlight your **personal strengths** and **relevant skills/experiences** as per Burkett and Ellis' *Functional Resume* format [10 hrs; 20% of grade].
4. **Integrative Papers:** Three integrative papers based on the texts form the basis for personal application. Each 1500 word (minimum) paper should focus on **application, transference and integration** of the respective authors' key concepts to the student's current or anticipated ministry setting. **Application of insights** gained from the writers is the sole task of each paper. **Do not review the books—Do not repeat book material—Go straight to personal and programmatically application. Your take-aways and action steps should be forward looking.** In other words, how can you apply now or in the future insights from these resources. Use 12-pt. font; attach a reading report stating the number of pages read. [12 hours per report and Blackboard work (postings and reading of classmates' postings)—30 hours; each paper is worth 15% of grade].
5. **Viewing of DVD's** from the National Leadership Forum. Viewing of DVD's and Blackboard work (postings and reading of classmates' postings)—[16 hours; 10% of grade].
6. **Profiles:** Three profiles are used in this course to identify your leadership style(s) and the contributions you bring to a team [6 hours allotted for profiles and interpretive materials].
7. **Final Reflection Paper:**

This paper should be a minimum of 2500 words and summarize the student's reflections on the following topics:

- Personal ministry strengths
- Personal contribution you bring to a ministry team
- Topics/Issues worth implementing as you develop teams effectiveness
- Questions/Issues you have regarding your church's current approach to ministry
- Challenges before you as your church tries to address emerging cultural issues

- Strategies and practices that you will engage in to assure personal and congregational financial health
- Career directions and ministry opportunities that you would like to consider/pursue

A guideline for writing is approximately 400 words per topic, utilizing either prose or a bulleted format. The paper will end up a cross between a journal, action plan and *for future study* guide. A paper of this nature, answering the question above, could be written prior to taking this class. Therefore this assignment will be evaluated based on coursework reflection and integration [12 hours is allotted for the assignment; the paper is worth 25% of grade].

**GRADING:**

Reading and Integrative Papers (3 x 15%)	45%
DVD's Part 1 and Postings	5%
DVD's Part 2 and Postings	5%
Exercises in <i>Finding Career</i> Workbook	20%
Final Reflection Paper	<u>25%</u>
Total:	100%

**ACADEMIC COURSE POLICIES** (Please see catalog for full range of requirements.):

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 (with the exception of those in Marriage and Family Studies) are to be submitted in thesis form in conformity with the most recent edition of Kate Turabian’s *A Manual for Writers*... Students submitting papers in the Marriage and Family Studies and Marital and Family Therapy programs should follow the requirements of the fifth edition of *The Publication Manual of the American Psychological Association*.”
  - “In addition, students are expected to use inclusive language.”
3. **Grades** (91): “Grades will be assigned using the full range of letter grades (A-F), representing the following levels of performance:
  - A Excellent work submitted; evidence of outstanding ability to synthesize and use course knowledge; consistent evidence of creativity and originality; insightful contributions in class; consistent demonstration of integrative and critical thinking skills; regular class attendance; and respectful interaction.
  - B Good work submitted; evidence of substantial ability to analyze and use course knowledge; evidence of creativity and originality; thoughtful contributions in class; demonstration of integrative and critical thinking skills; regular class attendance; and respectful interaction.
  - C Acceptable work submitted; evidence of adequate ability to analyze and use course knowledge; appropriate contributions in class; attempts at integration and critique; regular class attendance; and respectful interaction.
  - D Poor work submitted; little evidence of ability to analyze and use course knowledge; inconsistent evidence of mastery of course content; few contributions in class; no attempts at integration and critique; inconsistent class attendance; and respectful interaction.
  - F Inadequate work submitted; insufficient evidence of ability to analyze and use course knowledge; inappropriate and/or disrespectful contributions in class; poor class attendance; or failure to complete course requirements.”
4. **Incomplete Course Work** (92): “Students are expected to submit all work by the dates set by the course instructors and complete all course requirements on or before the last day of the quarter. 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.”
5. **Harassment Policies** (93): “Bethel Seminary is committed to providing a Christ-centered community where students, faculty, and staff can work together in an 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.”
6. **Accessibility**: Please contact the instructor as soon as possible if disability-related accommodations are needed. Accommodations for students with documented disabilities are set up through the office of Disability Services. Contact Kathy McGillivray, director of Disability Services, at (651) 635-8759.

### INMINISTRY COURSE SCHEDULE

DUE DATES	TOPICS	ASSIGNMENTS DUE
March 27	Course Introduction Personal Journeys Ministry Values—John 17 Personal & Ministry Developmental Resources	
April 3	Discovering Personal Uniqueness Personality and Skill Strengths Presenting Your Ministry Skills Employment Web Sites	<b>Read</b> <i>Only You</i> (pp. 198-201) in <i>Dear Pastor</i> <b>Review:</b> Bethel Assessments <b>Read:</b> <i>Finding the Career that Fits You</i> <b>Complete:</b> All Exercises <b>Submit:</b> Whole Workbook at End of Class <b>Submit:</b> New, Clean Resume
April 10	Understanding the Congregation: From a Demographics Perspective From a Systems Perspective Congregational Assessments	<b>Read:</b> <i>One Size Doesn't Fit All</i> <b>Due:</b> Integrative Paper on <i>One Size . . .</i>
April 17	Culture Shifts that Impact Ministry Team Leadership Five Dysfunctions of a Team Dimensions of Leadership Effective Meetings	<b>Complete:</b> <i>Dimensions of Leadership Profile</i> . People lead in different ways. Complete the inventory, carefully following directions. Read the interpretive material, noting your top four style strengths. How do/can you use these strength areas in leadership? How do other inventories that you have taken reinforce these findings? <b>Complete:</b> <i>Team Dimensions Profile</i> . People bring different perspectives to a team. This profile helps you clarify your contribution to any innovation process. Complete the inventory, carefully following directions. Read the interpretive material, noting you leadership orientation. How do/can you use this wiring in your leadership role? How do other inventories that you have taken reinforce these findings?
April 24	Reading and Research Week Ministry Leadership, Part 1 Topics listed in Assignment Column	<b>View DVD's:</b> National Leadership Forum <b>#1</b> <i>Maintaining Passion in Leadership</i> —T. Barnett <b>#2</b> <i>The Creative Servant Leader</i> —Ed Young <b>#3</b> <i>Chaztown</i> —Craig Groeschel <b>#4</b> <i>The Successful Servant Leader</i> —Tony Evans <b>#5</b> <i>Reaching Out to the Poor</i> —Bill Hybels <b>Post:</b> Post on Blackboard your response to the following questions:

		<p>1. Which speaker's presentation was most meaningful to you at this present moment in your journey? Why?</p> <p>2. Which speaker's presentation will you most likely need to review ten years from now? Why?</p> <p><b>Post:</b> At least two responses to classmates' postings</p>
May 1	<p>Readings and Research Week</p> <p>Ministry Leadership, Part 2</p> <p>Topics listed in Assignment Column</p>	<p><b>View DVD's:</b> National Leadership Forum</p> <p>#6 <i>Invisible Leadership</i>—Erwin McManus</p> <p>#7 <i>Balance</i>—Tony Dungy</p> <p>#8 <i>Self-Mastery for the Servant Leader</i>—L. B. Jones</p> <p>#9 <i>Leading at a Higher Level</i>—Ken Blanchard</p> <p>#10 <i>How to be a REAL Success</i>—John Maxwell</p> <p><b>Post:</b> Post on Blackboard your response to the following questions:</p> <p>1. Which speaker's presentation was most meaningful to you at this present moment in your journey? Why?</p> <p>2. Which speaker's presentation will you most likely need to review ten years from now? Why?</p> <p><b>Post:</b> At least two responses to classmates' postings.</p>
May 8	<p>Remunerated or Lay Ministry Service?</p> <p>Ministry Roles and Positions</p> <p>Pastoral Transitions</p> <p>Performance Assessments</p>	<p><b>Read:</b> <i>Before You Move: A Guide to Making Transitions in Ministry</i></p> <p><b>Due:</b> Integrative Paper on <i>Before You Move</i></p>
May 15	<p>Congregational Expectations</p> <p>Handling Criticism</p> <p>Coping with Stress</p> <p>Managing Personal Finances</p> <p>Developing Resources for Ministry</p>	<p><b>Complete:</b> Bible Study on <i>Gimmie a Break!</i></p> <p><b>Read:</b> <i>Generous Stewardship</i> located at <a href="http://www.ministrytransitions.org">www.ministrytransitions.org</a>, under articles</p>
May 22	<p>Learning from the Vets</p> <p>Seasons of Life and Ministry</p> <p>Emotional Intelligence</p> <p>Leadership Nonnegotiables</p>	<p><b>Read:</b> <i>Dear Pastor: Ministry Advice from Seasoned Pastors</i></p> <p><b>Due:</b> Integrative Paper on <i>Dear Pastor</i></p>
May 29	<p>Course Synthesis and Application</p> <p>Vocational Ministry Case Studies</p> <p>Keeping the Big Picture</p>	<p><b>Due:</b> Final Reflection Paper</p>

**All Assignments are Due on their Scheduled Date**  
**Late Assignments cannot receive a grade higher than a C**  
**No work for this course will be accepted after 5/29/08**

# Gimme a Break!

A Study on *Rest*

Dr. John R. Cionca

1. Paraphrase the fourth commandment given in Exodus 20:8-11
2. How serious was a violation of the commandment [Numbers 15:32-36]?
3. What blessings followed compliance [Isaiah 58:13-14]?
4. What was the two-fold purpose of the Sabbath [Leviticus 23:1-3]?

5. In Mark 2:23-28, why were the Pharisees critical of Jesus?

6. How did he respond to them?

7. What was his summation of the Sabbath principle?

8. So what's the bottom line for me?

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