

RTS ORLANDO DMIN ELECTIVE 02DM858
MINISTRY LEADERSHIP FOR THE LONG HAUL
July 23-27, 2012
Bob Burns

Course Description

What does it take for someone to thrive in ministry for a lifetime? The Lilly Endowment asked that question when their research showed an alarming rate of pastors dropping out of the ministry. They invested more than 124 million dollars during ten years seeking answers in their Sustaining Pastoral Excellence initiative. RTS/Orlando, partnering with two other seminaries, participated in this initiative. This class will explore the themes of sustainability identified in this study: spiritual formation, self-care, emotional and cultural intelligence, marriage and family, and leadership and management.

Course Instructor



Bob Burns is Senior Associate Pastor and Head of Staff at Central Presbyterian Church in St. Louis, Missouri. Prior to joining the Central team he served as the Director of the Center for Ministry Leadership at Covenant Theological Seminary, coordinating the joint Lilly Endowment research project for Reformed Theological Seminary, Covenant Theological Seminary, and Westminster Theological Seminary. He also served Covenant as Associate Professor of Educational Ministries and Dean of Lifelong Learning.

Bob has served in a variety of positions ranging from youth and singles ministry to worship and arts and senior pastor. He has planted two congregations and served on the staffs of Fourth Presbyterian Church (Bethesda, MD), Church of the Saviour (Wayne, PA), Perimeter Church (Atlanta, GA) and Central Presbyterian. He is also founder of Fresh Start Divorce Recovery Seminars, a divorce recovery program that conducted seminars throughout the United States, Great Britain and Australia.

Bob holds degrees from the University of Maryland (B.A.), Covenant Theological Seminary (M.Div), Westminster Theological Seminary (D.Min), and the University of Georgia (Ph.D.). He is the author of numerous articles. His books include Recovery From Divorce (the National Association of Single Adult Leaders book of the year), The Adult Child of Divorce (with Dr. Michael Brissett), The Fresh Start Divorce Recovery Workbook (with Dr. Thomas Whiteman), and a forthcoming book with InterVarsity Press on sustaining pastors.

Bob and his wife Janet – a professional counselor – have been married for 34 years. They have two sons who are both married and have happily made Bob and Janet grandparents (one granddaughter and four grandsons).

Course Objectives

1. To understand five themes and how they impact ministry sustainability:
 - To review your spiritual disciplines and personal involvement in spiritual formation. To discover that leadership is a matter of character, and that ministry comes from the “overflow” of one’s soul condition before God.
 - To examine your own physical, emotional, social, mental and spiritual self-care and your commitment to establishing “healthy rituals”.
 - To explore your own emotional and cultural intelligence, as well as that of your congregation.
 - To discuss the realities of ministry marriage and family life, and how it impacts sustainability.
 - To begin viewing leadership from a systems perspective, to examine the politics of ministry practice, and to explore what it means to bring gospel health into your system.
 - To explore the difference between the hero-leader image and the servant-leader image of leadership, and discuss the implications of these differences.
 - To learn the dynamics of “leading from below” (second chair leadership) and its implications for leading and serving on teams.
2. To consider how you and your spouse will integrate these themes into your life and ministry.
3. To discuss how you might present these themes to your ruling board and discuss their implications regarding your job description, their expectations, and your leadership.

Course Requirements

Reading Assignments

There will be 2000 pages of new reading (not having been previously read by the participant) assigned for the course. The required reading for all students is designated on the Reading List below. All readings for the course must be taken directly from the list unless otherwise approved by the professor.

Reading Reports

Doctor of Ministry (credit) students are required to report each book read either by using the standard “Reading Report” format or through the use of a reading journal as described below. The Reading Report or Journal should be submitted in a MS Word document and sent via email to dmin.orlando@rts.edu BY the first day of class. Students will receive a grade reduction for late Reading Reports unless otherwise approved by the professor. Non-credit (audit) students do not submit reports.

Class Attendance and Participation

This course follows the lecture, discussion and small group sharing methods requiring attendance and participation at all classes. Class lectures and group discussions will be based on the assumption that the student has completed the assigned readings and assignments given during the course. Individual and small group work sessions will be conducted during class time. Students will be involved in class presentations.

Post-Class Integration Paper

Students are required to write a 15-20 page (double-spaced, 12 point font) course integration paper. This paper must reflect new work done by the student as a result of this course. The paper will focus on one of the five areas discussed in class for sustaining ministry long-term (spiritual formation, self-care, EQ and/or CQ, marriage & family, or leadership & management). Choose an area that you think you would personally benefit from reflecting more deeply upon; most likely this will not be an area that already comes easily to you.

Your paper should include:

1. An introduction to the topic and paper (1 page)
2. Provide a biblical/ theological reflection on the area you chose. Where do you find didactic passages on the topic? Or (positive/negative) examples in Scripture? (3-4 pages)
Based on this review, state why you consider this topic has warrant from Scripture.
3. Interview two persons active in ministry. Potential questions will be provided for you. Integrate themes and insights you gleaned from this interview with the readings from class in your area, as well as the class notes and discussions. Be specific about the sources of your insights. Your primary focus is to share the life experience of the person interviewed and then use the reading and class materials to comment and reflect on this story. (6-10 pages)
4. Consider your own current practices in the area you have chosen. What aspects do you struggle with or think you might struggle with in the future? What have you learned that can help you be proactive in attending to this area of your life? How could you adapt helpful practices you identified to your own particular personality and tendencies? What would your life look like in 10 years if you neglect this area? How might your life and the lives of those you minister to (including your family) be impacted if you are able to regularly practice things you have determined would be helpful in this area? (5-10 pages)

The integration paper is due BY October 29 via dmin.orlando@rts.edu. If it is necessary to extend your time to June 15, the student will notify the DMin office pay an extension fee of \$120.

Course Objectives Related to D.Min. Student Learning Outcomes

Course: Ministry Leadership For The Long Haul, Professor: Bob Burns

Campus: Orlando, Date: July 23-27, 2012

<u>DMin Student Learning Outcomes</u>		<u>Rubric</u>	<u>Mini-Justification</u>
<i>In order to measure the success of the DMin curriculum, RTS has defined the following as the intended outcomes of the student learning process. Each course contributes to these overall outcomes. This rubric shows the contribution of this course to the DMin outcomes.</i>		<ul style="list-style-type: none"> ➤ Strong ➤ Moderate ➤ Minimal ➤ None 	
Articulation (oral & written)	Broadly understands and articulates knowledge, both oral and written, of essential biblical, theological, historical, and cultural/global information, including details, concepts, and frameworks.	Strong	Students are required to write a course integration paper and reading reports that must demonstrate their comprehension of the lectures, reading, and biblical/theological reflection.
Scripture	Significant knowledge of the original meaning of Scripture. Also, the concepts for and skill to research further into the original meaning of Scripture and to apply Scripture to a variety of modern circumstances. (Includes appropriate use of original languages and hermeneutics; and integrates theological, historical, and cultural/global perspectives.)	Minimal	Student will read material on leadership character and how ministry comes from one's soul condition before God.
Reformed Theology	Significant knowledge of Reformed theology and practice, with emphasis on the Westminster Standards.	Minimal	Student will read and evaluate what reformed writers and theologians have said about ministry leadership.
Sanctification	Demonstrates a love for the Triune God that aids the student's sanctification.	Strong	Student will review spiritual disciplines and personal involvement in spiritual formation.
Desire for Worldview	Burning desire to conform all of life to the Word of God.	Strong	Student will examine their own physical, emotional, social, mental, and spiritual self-care and their commitment to establishing "healthy rituals."
Winsomely Reformed	Embraces a winsomely Reformed ethos. (Includes an appropriate ecumenical spirit with other Christians, especially Evangelicals; a concern to present the Gospel in a God-honoring manner to non-Christians; and a truth-in-love attitude in disagreements.)	Minimal	Student will discuss the realities of ministry and they will explore their own emotional and cultural intelligence.
Preach	Ability to preach and teach the meaning of Scripture to both heart and mind with clarity and enthusiasm.	Minimal	Student will explore what it means to bring gospel health into their church.
Worship	Knowledgeable of historic and modern Christian-worship forms; and ability to construct and skill to lead a worship service.	None	
Shepherd	Ability to shepherd the local congregation: aiding in spiritual maturity; promoting use of gifts and callings; and encouraging a concern for non-Christians, both in America and worldwide.	Strong	Student will explore what it means to bring gospel health into their church. They will also learn the dynamics of second chair leadership.
Church/World	Ability to interact within a denominational context, within the broader worldwide church, and with significant public issues.	Minimal	Student will explore their own cultural intelligence.

Reading List

Required: (If not previously read)

*If available: Bob Burns, Tasha Chapman and Donald Guthrie, *Ministry for the Long Haul*. (Downers Grove: InterVarsity Press, 2012).

If not available, read ONE of the following:

Peter Brain, *Going The Distance- How to Stay Fit for a Lifetime of Ministry*. (2004). Kingsford, Australia: Matthias Media. Out of print but some used copies are available.

Michael Todd Wilson and Brad Hoffmann, *Preventing Ministry Failure* (Downers Grove: IVP, 2007).

Henry Cloud and John Townsend. *Safe People: How to Find Relationships That Are Good for You and Avoid Those That Aren't*. (Grand Rapids: Zondervan, 1995, 208 p.) ISBN: 978-0310210849

Ronald Heifetz and Marty Linsky, *Leadership on the Line: Staying Alive through the Dangers of Leading*. (Boston: Harvard Business School Press, 2002, 235p.) ISBN: 978-1578514373

Jim Herrington, Robert Creech, and Trisha Taylor. *The Leader's Journey: Accepting the Call to Personal and Congregational Transformation*. (San Francisco: Jossey-Bass, 2003, 172 p). ISBN: 978-0787962661

Jim Loehr and Tony Schwartz, *The Power of Full Engagement* (New York: Free Press, 2003, 256 p). ISBN: 978-0743226752

Chuck Miller. *The Spiritual Formation of Leaders*. (Xulon Press, 2007, p. 348). ISBN: 978-1604773132

James E. Plueddemann, *Leading Across Cultures*. (Downers Grove: IVP Academic, 2009, 230 p). ISBN: 978-0830825783

Peter Scazzero, *Emotionally Healthy Spirituality* (Nashville: Thomas Nelson, 2006, p. 236). ISBN: 978-1414119373

Gary Thomas, *Sacred Marriage*. (Grand Rapids: Zondervan, 2000, p. 176). ISBN: 978-0802472977

Recommended Reading: (For additional options to complete 2000 pages of new reading)

On Sustaining Pastoral Excellence:

Jackson W. Carroll. *God's Potters: Pastoral Leadership and the Shaping of Congregations*. (2006). Grand Rapids: Eerdmans.

Dean R. Hoge and Jacqueline E. Wenger. *Pastors in Transition: Why Clergy Leave Local Church Ministry*. (Grand Rapids: Eerdmans, 2005).

L. Gregory Jones and Kevin R. Armstrong, *Resurrecting Excellence: Shaping Faithful Christian Ministry*. (Grand Rapids: Eerdmans, 2006).

Michael Todd Wilson and Brad Hoffmann, *Preventing Ministry Failure*. (Downers Grove: IVP, 2007).

On Spiritual Formation:

- Adele Ahlberg Calhoun, *Spiritual Disciplines Handbook*. (Downers Grove: IVP, 2005).
- Jeannette A. Bakke. *Holy Invitations: Exploring Spiritual Direction*. (Grand Rapids: Baker Books, 2000).
- Kenneth Boa. *Conformed to His Image: Biblical and Practical Approaches to Spiritual Formation*. Grand Rapids: Zondervan.
- Bruce Demarest. *Satisfy Your Soul: Restoring the Heart of Christian Spirituality*. (Colorado Springs: NavPress. 1999).
- Richard Foster. *Celebration of Discipline*. (New York: Harper & Row, 1978).
- Evan B. Howard. *The Brazos Introduction to Christian Spirituality*. (Grand Rapids: Brazos Press, 2008).
- R. Kent Hughes. *Disciplines of a Godly Man*. (Crossway Books, 1991).
- Barbara Hughes. *Disciplines of a Godly Woman*. (Crossway Books, 2001).
- C. J. Mahaney. *Humility: True Greatness*. (Colorado Springs: Multnomah Books, 2005).
- Donald S. Whitney. *Spiritual Disciplines for the Christian Life*. (1993). NavPress.
- Dallas Willard. *The Spirit of the Disciplines*. (HarperCollins, 1988).
- James C. Wilhoit. *Spiritual Formation as if the Church Mattered*. (Baker Books, 2008).

On Emotional Intelligence:

- Richard Boyatzis and Annie McKee, *Resonant Leadership*. (Harvard Business School Press. 2005).
- David R. Caruso and Peter Salvoey, *The Emotionally Intelligent Manager*. (Jossey-Bass, 2004).
- Daniel A. Feldman, *The Handbook of Emotionally Intelligent Leadership*. (Leadership Performance Solutions Press, 1999).
- Edwin H. Friedman, *Generation to Generation: Family Process in Church and Synagogue*. (New York: The Guilford Press, 1985).
- Daniel Goleman, *Emotional Intelligence*. (New York: Bantam Books, 1996).
- Daniel Goleman, *Working With Emotional Intelligence*. (New York: Bantam Books, 1998).
- Daniel Goleman, *Social Intelligence*. (New York: Bantam Books, 2006).
- Daniel Goleman, Richard Boyatzis, and Annie McKee, *Primal Leadership*. (Harvard Business School Press, 2002).
- Robert Kegan and Lisa Laskow Lahey. *Immunity to Change*. (Boston: Harvard Business School Press, 2009).
- Kate Ludeman and Eddie Erlandson, *Alpha Male Syndrome*. (Boston: Harvard Business School Press, 2006).
- Parker J. Palmer, *Let Your Life Speak*. (San Francisco: Jossey-Bass, 2000).
- Kerry Patterson, Joseph Grenny, Ron McMillan, and Al Switzler. *Crucial Conversations: Tools for Talking When Stakes are High*. (New York: McGraw-Hill, 2002).
- Peter Scazzero, *The Emotionally Healthy Church*. (Zondervan, 2003).
- Peter L. Steinke, *Congregational Leadership in Anxious Times*. (Herndon, VA: The Alban Institute, 2006).

On Cultural Intelligence:

- P. Christopher Earley, Soon Ang, and Joo-Seng Tan. *CQ: Developing Cultural Intelligence At Work*. (Stanford: Stanford Business Books, 2006).
- Duane Elmer. *Cross-Cultural Connections*. (Downers Grove: IVP Academic, 2002).
- David A. Livermore. *Serving with Eyes Wide Open: Doing Short-Term Missions with Cultural Intelligence*. (Grand Rapids: Baker Books, 2006).
- David A. Livermore. *Cultural Intelligence: Improving Your CQ to Engage Our Multicultural World*. (Grand Rapids: Baker Academic, 2009).

On Self-Care:

- Gwen Wagstrom Halaas. *The Right Road: Life Choices for Clergy*. (Minneapolis: Fortress Press, 2004).
- Gary L. Hargauth, *Pastor as Person: Maintaining Personal Integrity in the Choices and Challenges of Ministry*. (Minneapolis: Augsburg, 1984)
- Kent and Barbara Hughes, *Liberating Ministry from the Success Syndrome*. (Wheaton: Tyndale, 1988).
- Fred Lehr. *Clergy Burnout*. (Minneapolis: Fortress Press, 2006).
- Roy M. Oswald, *Clergy Self-Care: Finding a Balance for Effective Ministry*. (Washington, DC: The Alban Institute, 1991).
- Parker J. Palmer. *Let Your Life Speak: Listening for the Voice of Vocation*. (San Francisco: Jossey-Bass, 2000).
- Eugene H. Peterson, *Working the Angles*. (Grand Rapids: Eerdmans, 1987).
- Ronald W. Richardson, *Becoming A Healthier Pastor*. (Minneapolis: Fortress Press, 2005).

On Marriage and Family:

- Dan Allender and Tremper Longman, *Intimate Allies*. (Wheaton: Tyndale House Publishers, 1995).
- William J. Doherty, *Take Back Your Marriage: Sticking Together in a World That Pulls Us Apart*. (New York: The Guilford Press, 2001).
- John Gottman and Nan Silver, *The Seven Principles for Making Marriage Work*. (New York: Three Rivers Press, 1999).
- Susan Johnson, *Hold Me Tight: Seven Conversations for a Lifetime of Love*. (New York: Little, Brown & Company, 2008).
- Scott Stanly, Daniel Trathen, Savanna McCain and Milt Bryan, *A Lasting Promise: A Christian Guide To Fighting for Your Marriage*. (San Francisco: Jossey-Bass, 1998).
- Walter Wangerin. *As For Me And My House* (Nashville: Thomas Nelson, 1990).

On Leadership and Management:

- Dan B. Allender, *Leading With A Limp*. (Colorado Spring: Waterbrook Press, 2006).
- Mike Bonem and Roger Patterson. *Leading From The Second Chair*. (San Francisco: Jossey-Bass, 2005).
- Jim Collins, *Good To Great*. (New York: HarperBusiness, 2001).
- Jim Collins, *Good To Great and the Social Sectors*. (November 30, 2005).
- Ronald A. Heifetz, *Leadership Without Easy Answers*. (Cambridge: The Belknap Press of Harvard University Press, 1994).
- Ronald Heifetz, Alexander Grashow and Marty Linsky. *The Practice of Adaptive Leadership*. (Boston: The Harvard Business School Press, 2009).
- John P. Kotter. *Leading Change*. (Boston: Harvard Business School Press, 1996).
- John P. Kotter and Dan S. Cohen. *The Heart of Change*. (Boston: Harvard Business School Press, 2002).
- James M. Kouzes and Barry Z. Posner. *The Leadership Challenge*. (San Francisco: Jossey-Bass, 2002).
- James M. Kouzes and Barry Z. Posner. *A Leader's Legacy*. (San Francisco: Jossey-Bass, 2006).
- James M. Kouzes and Barry Z. Posner. *The Truth About Leadership*. (San Francisco: Jossey-Bass, 2010).
- Patrick Lencioni, *The Five Dysfunctions of a Team*. (San Francisco: Jossey-Bass, 2002).
- Michael Marquardt, *Leading With Questions*. (San Francisco: Jossey-Bass, 2005).
- Henri J.M. Nouwen, *In The Name of Jesus*. (New York: Crossroad, 2001).
- Ronald W. Richardson, *Creating A Healthier Church: Family Systems Theory, Leadership, and Congregational Life*. (Minneapolis: Fortress Press, 1996).
- Peter L. Steinke, *How Your Church Family Works: Understanding Congregations as Emotional Systems*. (Washington, D.C.: The Alban Institute, 1993).
- Bill Thrall, Bruce McNicol and Ken McElrath. *The Ascent of a Leader: How Ordinary Relationships Develop Extraordinary Character and Influence*. (San Francisco: Jossey-Bass, 1999).
- Dean Williams, *Real Leadership*. (San Francisco: Berrett-Koehler Publishers, 2005).

Guidelines for Reading Journal

FIRST AND FOREMOST. You must work on your journal while you are reading the material. I want you to start a journal and continue to add to it as you read the assignments for the class. *The journal can start as soon as you start your readings for the class.* This is to be an interactive journal, where you write out your thoughts, ideas, and reflections about the readings and the assignments while you are doing them. I want you to be honest as you respond to these readings, reflecting on your own life and ministry experience. A number of these selections are not evangelical in theology. Some of them you will enjoy; some you may get angry over; some may be difficult to read. That is okay – put down what you are thinking. You and I will be the only ones reading your journal.

Create the journal on your word processor and have it available as you read. Or if you are reading at a place where you don't have your computer, jot down some notes and spend some time later (preferably that day) putting down your thoughts. The journal must be typed. I want you to date each recording in the journal and be sure to reference what you are thinking about. You may have two, three or more recordings in a day. You may miss a number of days. Just keep putting down your thoughts.

I expect some comments to be short and others to take up pages. You can comment about the theology (or lack of it), or the way it relates to your ministry. However it strikes you. But this is the key: **It must be interactive and ongoing.** Again, If you think you can construct a journal at the end of your readings, forget it. You will be defeating the purpose of the assignment, will not truly be reflecting on the reading in the context of your ministry, and will lose credit. The reason I am using a journal is to have you interact with the readings. But in order for it to be beneficial, you must maintain it during your reading.

A journal entry might look something like this:

February 2, 2012

Reading in Peterson's *Working the Angles*. He says, "Sabbath-keeping involves both playing and praying. The activities are alike enough to share the same day and different enough to require the other for a complementary wholeness. But combining them is not easy." (p. 53) I've never really looked at Sabbath keeping that way. He says that Puritan Sabbaths that eliminated play were a disaster. Pretty strong statement and not really in accord with the WCF. And yet I must admit that play really isn't in my vocabulary, especially since I entered pastoral work – except maybe when I am hanging out with the kids. I think my wife has given up on thinking we could do fun things together. Even our dates – when we have them -- end up talking about the conditions at the church or my sermon preparation. "All work and no play...." Heck, I don't even know if I know how to play anymore. I never saw my dad playing. And what would my elders think if they knew I was taking time off to "play"? That would go over real well at 10:30pm in an elder meeting.

Reading Report Guide

Title of Book Complete Bibliographic Reference

Overview—Give a brief overview of the book, including its theme, perspective and approach.

Critique—Offer a brief critique of the book, including elements of strength and weakness.

Application—Offer some specific application to your own ministry— demonstrating the value and relevance of the material in this book.

Best Quote—Be sure to include the page number where the quote can be found.

Insert a “page-break” and continue document with each report

Sample cover sheet for your Integration Paper (IP)

INTEGRATION PAPER (OR TITLE OF PAPER)

For
(Insert Title of Course and Number)
Sample: Theology of Ministry, 2DM801

Presented to
(Insert Professor's Name)

By
(Insert Your Name)
(Insert Your Contact Information)

–
–

In Partial Fulfillment of the
Requirements for the Degree
Doctor of Ministry

Completed _____ (Insert Date) (1" from bottom)
Save your paper as a Microsoft Word document and email to dmin.orlando@arts.edu
Sample: Smith.Leadership.W11.IP