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 it’s 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 there 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

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.

<table>
<thead>
<tr>
<th>DMIN Student Learning Outcomes</th>
<th>Rubric</th>
<th>Mini-Justification</th>
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<tbody>
<tr>
<td><strong>Articulation (oral &amp; written)</strong></td>
<td>Broadly understands and articulates knowledge, both oral and written, of essential biblical, theological, historical, and cultural/global information, including details, concepts, and frameworks.</td>
<td>Strong</td>
</tr>
<tr>
<td><strong>Scripture</strong></td>
<td>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.)</td>
<td>Minimal</td>
</tr>
<tr>
<td><strong>Reformed Theology</strong></td>
<td>Significant knowledge of Reformed theology and practice, with emphasis on the Westminster Standards.</td>
<td>Minimal</td>
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<tr>
<td><strong>Sanctification</strong></td>
<td>Demonstrates a love for the Triune God that aids the student’s sanctification.</td>
<td>Strong</td>
</tr>
<tr>
<td><strong>Desire for Worldview</strong></td>
<td>Burning desire to conform all of life to the Word of God.</td>
<td>Strong</td>
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<tr>
<td><strong>Winsomely Reformed</strong></td>
<td>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.)</td>
<td>Minimal</td>
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<tr>
<td><strong>Preach</strong></td>
<td>Ability to preach and teach the meaning of Scripture to both heart and mind with clarity and enthusiasm.</td>
<td>Minimal</td>
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<tr>
<td><strong>Worship</strong></td>
<td>Knowledgeable of historic and modern Christian-worship forms; and ability to construct and skill to lead a worship service.</td>
<td>None</td>
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<tr>
<td><strong>Shepherd</strong></td>
<td>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.</td>
<td>Strong</td>
</tr>
<tr>
<td><strong>Church/World</strong></td>
<td>Ability to interact within a denominational context, within the broader worldwide church, and with significant public issues.</td>
<td>Minimal</td>
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Reading List

Required: (If not previously read)


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.


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

On Sustaining Pastoral Excellence:


On Spiritual Formation:

On Emotional Intelligence:
On Cultural Intelligence:

On Self-Care:

On Marriage and Family:
On Leadership and Management:
Mike Bonem and Roger Patterson, *Leading From The Second Chair*. (San Francisco: Jossey-Bass, 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.
Insert Page Break and begin your one-page reports on each book or article over 50 pages. Save this report as one (1) Word document which include your summary and each book review. Save as YourLastname.MinistryLeadership.S12RR Email By the first day of class to dmin.orlando@rts.edu.
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@rts.edu
Sample: Smith.Leadership.W11.IP