Theology of Ministry II (Spring 2016)

I. **Purpose of the Course**
An analysis of the theology, competencies, and practices of an effective Christian leader based on principles in Scripture and related literature, with attention on developing personal theology, philosophy, and practical methodologies of Christian leadership. A particular focus will be on gaining a realistic understanding of gifts and abilities in order to maximize effectiveness in leading a church in mission. Though the leadership principles are universal, the primary focus is on the application of the principles to local church leadership.

II. **Course Objectives**

- Understand the primacy of Christian character in leadership development
- Develop a biblical and theological philosophy of Christian leadership
- Examine the theological and historical developments of Christian leadership
- Describe the holistic core competencies necessary for effective Christian leadership
- Evaluate calling, giftedness, and core competencies for effective Christian leadership
- Develop ministry vision, mission, values, and plans for effective Christian leadership
- Design and implement a personal development plan for effective Christian leadership
- Grasp the dynamics of change, power, and conflict needed to lead a church well

III. **Course Format**
This course is scheduled to be taught in 13 three-hour classroom sessions from 9:00 AM-12PM beginning Wednesday, February 3rd, 2016 and ending Wednesday, May 4th, 2016. There will be a break for chapel attendance from 9:50AM-10:50AM. The second class session will begin promptly at 11:00AM. Tardiness will impact the grade. Class will not meet on Wednesday, March 2nd, 2016 for Spring Reading Week. Classroom sessions may include: lecture—including visiting instructors, class interaction, student reports and presentations, video presentations, self-study exercises, motivation activities, and small group sharing. Occasionally, individual and small group work sessions may be conducted during the class time.

**Blended Learning:** This course will integrate *Hybrid-Blended Adult Education (Andragogy)* learning principles and methods. This will include a blending of classroom and web-based learning, leveraging the strengths of each (e.g. a *Flipped Classroom*). Course content will include learning from web-based platforms (including interactive videos of the professor’s (and others) lectures, articles, online student exercises, discussion forums, etc.) so that classroom time can be used more for professor-student interaction, discussion, and practical application of the course concepts to the student’s personal life and ministry. There will be 12 online lessons taken by the student during these 13 weeks, with lesson1 being due on week 2, lesson 2 being due on week 3, etc.
Required Use of Social Media and Applications: Because of the nature of this course, students are required to own (or have access to) a laptop computer (not merely a tablet, e.g., iPad) in order to work on assignments during and after class meetings. Students must be familiar with: 1) using the internet (email, browsing, forum-posting, searching, downloading, uploading, etc.), 2) using Microsoft Word (or Pages), Microsoft PowerPoint (or Keynote), and converting files to PDF (Adobe) documents for uploading weekly assignments.

Office Hours: You can schedule an appointment with Dr. Childers through his administrative assistant, Joyce Sisler, at 407-366-9493 x219 or jsisler@rts.edu. Appointments are usually scheduled for Thursdays from 1:15 p.m. - 3:15 p.m. The course teaching assistant, Tim Inman, can be reached at 919-902-0513 or tim@pathwaylearning.org.

IV. Course Texts

Required Reading*

Important Note: Not all required texts will be read in their entirety. Selections from these texts will be assigned during the course. Students are encouraged NOT to read ahead.


3. Rath, Tom. Strengths Finder 2.0: A New and Upgraded Edition of the Online Test from Gallup's Now, Discover Your Strengths. 2007 Note: Read the first pages, i. – page 30 and the pages describing your strengths (approximately 50 pages)


*See the Leadership Bibliography at the end of the syllabus for a list of recommended and suggested books in this subject area. Required, recommended, and suggested books do not mean the professor necessarily agrees with all the content.
V. Course Requirements

A. Attendance and Participation In-Class and Online (10%)

This course requires attendance and participation during all in class and online sessions. In-class learning activities will be based on the assumption that you have completed all your assigned online lessons and readings by the required dates. Weekly classes (called Cohort Meetings) will begin promptly at 9:00AM*. Tardiness, unexcused absence, and lack of class participation will impact your final grade.

This course also requires active weekly participation in the Online Class Forums and the Online Class Learning Community e.g. Twitter, Facebook, Blog replies, etc. See below for more information and links. Students are expected to arrive in class at least 5-10 minutes before 9:00AM in order to have the necessary time to set up their laptop computers, etc. and be ready to begin the class at 9:00AM sharp—so as not to be a distraction to other students after class has begun.

B. Weekly Online Lesson Steps (40%)

You are required to complete a weekly online lesson (approximately 3-4 hours weekly) including interactive video lectures by Dr. Childers and learning exercises such as:

- Assessments (weekly quizzes on video lectures, readings, etc.) equivalent to a Final Exam
- Lesson Summaries (approximately 200 words) equivalent to a Final Exam
- Discussion Forums, Events, Projects, etc.

C. Reading & Reports (20%)

You are required to read thoughtfully (not skim) the required text books and weekly assigned selections. For the Getz, Hughes, and Sande books, you are required to read the assigned weekly chapters. You will be held accountable for completing these readings in your weekly online lessons. A one-page Reading Report (see Reading Report Guidelines below) is required for the Hughes and Sande books. The Sanders and Mohler books have highly recommended weekly reading schedules and require a one-page Reflection Paper to be uploaded as part of the last weekly online lesson.

D. Personal Leadership Development Project and Plan (30%)

As part of your weekly online lessons and cohort meetings, you will

- Develop a weekly journal of personal reflections on the meaning and application of the biblical qualifications for a church leader in 1Timothy 3 and Titus 1. You will be assigned 2-3 qualifications weekly. You are required to write a personal reflection (1-page max per characteristic) and upload your reflections as part of your weekly online lesson. See Reflection Journal Format below.

- Design and implement a Personal Church Leader Development Plan based on a Church Leader Competency Profile to be provided in this course. This will include understanding and assessing yourself in light of a 4-fold church leader profile including knowledge, character, ministry skills, and interpersonal skill competencies. You will develop your Personal Learning Contract during weeks 1-6 that you will fulfill with a mentor during weeks 7-13. A 1-page personal reflection paper is required. See Personal Learning Contract Format below.
VI. Grading
Grades will be assigned according to the RTS grading system: 100-97=A, 96-94=A-, 93-91=B+, 90-88=B, 87-86=B-, 85-83=C+, 82-80=C, 79-78=C-, 77-75=D+, 74-72=D, 71-70=D-, below 70=F.

Late Assignments and Class Attendance Policy
Please do not ask the teaching assistant or Dr. Childers for permission to turn in an assignment late. All late assignments will automatically be penalized. If you have truly been providentially hindered from completing an assignment on time, such as a death in the immediate family, turn in a written request to the teaching assistant asking to wave the late penalty with the assignment. Please discuss any such special circumstances with the teaching assistant.

This course affirms that community growth and learning are fundamental components of spiritual formation. Therefore, class attendance and group participation is essential for the completion of this course. Lack of attendance, tardiness, and participation will impact the final grade.
# Course Objectives Related to M.Div Student Learning Outcomes

Course: Introduction to Spiritual Formation, 2PT702  
Professor: Dr. Steven L. Childers  
Campus: Orlando

<table>
<thead>
<tr>
<th>M.Div 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>Strong</td>
<td>How to lead from a posture of biblical and theological clarity integrating biblical and sociological concepts into Christian leadership.</td>
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<tr>
<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>Moderate</td>
<td>Course assumes prior skill attainment. Application to relevant questions. Principles of Scripture are integrated.</td>
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<tr>
<td><strong>Scripture</strong></td>
<td>Moderate</td>
<td>Strong Reformed hermeneutic of Kingdom, Missiology, and Ecclesiology and application/integration of biblical and theological perspectives already attained.</td>
</tr>
<tr>
<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>
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<tr>
<td><strong>Reformed Theology</strong></td>
<td>Moderate</td>
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<tr>
<td>Significant knowledge of Reformed theology and practice, with emphasis on the Westminster Standards.</td>
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<tr>
<td><strong>Sanctification</strong></td>
<td>Strong</td>
<td>Major focus of the course is on the development of personal character, e.g. spiritual formation and personal piety. Special attention given to the study of the biblical qualification of church leaders in the pastoral epistles.</td>
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<tr>
<td>Desire for Worldview</td>
<td>Burning desire to conform all of life to the Word of God.</td>
<td>Strong</td>
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<td>Winsomely Reformed</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>Strong</td>
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<tr>
<td>Preach</td>
<td>Ability to preach and teach the meaning of Scripture to both heart and mind with clarity and enthusiasm.</td>
<td>Moderate</td>
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<tr>
<td>Worship</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>Shepherd</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>Church/World</td>
<td>Ability to interact within a denominational context, within the broader worldwide church, and with significant public issues.</td>
<td>Moderate</td>
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READING REPORT GUIDELINES

Your Name 
Course Title & Number 
Professor 
Date 

Please limit your report to one typed, single-spaced page, and one paragraph per topic: Structural Approach, Interpretive Approach, and Critical Approach.

Title of Book 
Complete Bibliographic Reference 

Structural Reading Approach (Purpose) 
What is the structure and purpose of the book? Is it primarily a practical or theoretical book? What is the field of study the book addresses? What is the basic topic? What are the basic divisions in the book? Do these divisions match the divisions in the table of contents? What problem(s) is the author trying to solve. What question is the author trying to answer?

Interpretive Reading Approach (Proposition) 
What is the author's argument? What special phrases and terms are used by the author to make the argument. What are each of the major propositions the author is advancing? What is the primary support the author gives for those propositions?

Critical Reading Approach (Evaluation) 
Upon understanding the author’s propositions and arguments, evaluate the book’s merit and accuracy based on your understanding of general revelation (social sciences) and special revelation (biblical revelation). What is your critique of the book? Include both strengths and weaknesses.

Most Meaningful Quotation: 
Include the page number where the quote can be found.

Accountability Question: 
Did you read the entire book thoughtfully (not merely skimmed)?
Yes ___ No ___ Read (1-100%) ___ 

Reference: The three approaches above are based on Mortimer Adler’s How to Read a Book.
REFLECTION JOURNAL FORMAT
BIBLICAL QUALIFICATIONS OF A CHURCH LEADER
1 Timothy 3, Titus 1

Complete this reflection journal format below for each qualification of a church leader assigned. Use this as an opportunity to grow toward greater maturity as a church leader by developing more of these biblical characteristics in your life and ministry.

See the weak areas in your life where you need draw nearer to Jesus Christ in repentance, faith, and obedience to be more conformed to His image and His standards for His church leaders. Also see this learning activity as a means of better equipping you to teach and lead others through this same process in the future—especially church leaders.

Write no more than a one-page reflection for each of the weekly assigned characteristics, following the format below. The first application question refers to a detailed description of this characteristic.

The second application question refers to your how you plan to respond so that your life reflects more of this characteristic in the future. Pray as you study and write. Consider writing your prayer of response.

Reflection Journal: 1-page maximum for each biblical characteristic of a leader.

1. English Word: Write the English word(s) here from the ESV Bible.

2. Greek Word: Copy and paste the Greek word(s) here.

3. Greek Meaning: Write the uses of this word after having studied it in Greek.

4. Application:
   What does this characteristic look like in a leader?
   How should I respond so that my life reflects more of this characteristic?
Personal Learning Contract (PLC)

Student Name:

Student E-mail:

Mentor Name:

Mentor E-Mail:

Mentor Position/Background:

Start Date:

End Date:

Total Meetings:

Leadership Profile Competency Focus–2 Maximum (Prayer, Evangelism, etc.):

Learning Contract Goals and Outcomes

I. Understanding (This goal is to grow in your understanding/knowledge of this topic)
   • Measurable Outcome(s): Must include written outcome, resources, and timeline

II. Motivation (This goal is to grow in your heart affection/motivation regarding the topic)
   • Measurable Outcome(s): Must include written outcome, resources, and timeline

II. Behavior (This goal is to grow in your behavior/skill regarding this topic)
   • Measurable Outcome(s): Must include written outcome, resources, and timeline

Mentor’s Evaluation: Upon completion of the contract the mentor will complete an online evaluation.
Confidential Student Information

Please email the answers to these questions to Dr. Childers before the first class.

Name:

Spouse name:

Children, name(s) and age(s):

RTS degree program/emphasis:

Years at RTS-Orlando:

Church presently attending:

Denomination background (Southern Baptist, PCA, etc.):

Desired future ministry role (pastor, church planter, missionary, counselor, etc.):

What are your expectations of the course? What would you like to learn?

What is a specific, personal prayer request you would like the professor to be remembering in prayer for you this semester?
Leadership Bibliography

**Bold text are recommended books.** Non-bold text are suggested books.

Addington, Tim. *Leading from the Sandbox, How to Develop, Empower, and Release High-Impact Ministry Teams* (ASIN B0055EEMW8)


**Bradberry, Travis, Jean Greaves. Emotional Intelligence 2.0.** 2009 TalentSmart (255 pages)

Bruce, A. B. 2012. *The Training of the Twelve*


Clowney, Edmund P. *Called to the Ministry* (90 pages)


**Coleman, Robert. 2010. The Master Plan of Evangelism, Revell**


**Covey, Stephen. The 7 Habits of Highly Effective People. 25th Anniversary Ed. New York: Simon & Schuster, 2004.**

Covey, Stephen, Roger Merrill. *First Things First.* Free Press. 1996


**Drucker, Peter F. *Managing the Nonprofit Organization* Harper Business, 2006**


Lawrence, Bill. *Effective Pastoring*, Thomas Nelson. (239 pages)


____. *Leading Leaders*. Baker. (239 pages)


____. *Ministry Nuts and Bolts: What They Don’t Teach Pastors in Seminary*, (Paperback - June 23, 2009) (190 pages)

Malphurs, Aubrey and Mancini Will. *Building Leaders: Blueprints for Developing Leadership at Every Level of Your Church*.


**Miller, Paul E.** *A Praying Life: Connecting With God In A Distracting World.* NavPress 2009.

**Mohler, Al.** *The Conviction to Lead, 25 Principles for Leadership That Matters* (ASIN B009XG9V70) (213 pages)


**Newbigin, Lesslie.** Foolishness to the Greeks: The Gospel and Western Culture (Grand Rapids: Wm B Eerdmans, 1986), 156 pages.


**___**. Signs Amid the Rubble: The Purposes of God in Human History (Grand Rapids: Wm B Eerdmans, 2003), 121 pages.


Packer, J.I. *A Passion for Faithfulness* Crossway 1995


Rath, Tom. *Strengths Finder 2.0: A New and Upgraded Edition of the Online Test from Gallup’s Now, Discover Your Strengths*. (Hardcover - Feb 1, 2007) Note: Read the first pages, i. – page 30 and the pages describing your strengths (approximately 50 pages)

____. *Strengths Based Leadership: Great Leaders, Teams, and Why People Follow*, Gallup Press 2013 (266 pages)

____. *How Full Is Your Bucket?* Gallup Press (128 pages)

____. *Eat Move Sleep: How Small Choices Lead to Big Changes*. Missionday 2013. (240 pages)


Spurgeon, Charles H. *Lectures to my students* [lecture 2].


____. *Problems of Christian Leadership*, IVP (ASIN B00POFHZQ8)


Tripp, Paul. *Dangerous Calling*. (224 pages)


Witmer, Timothy Z. *The Shepherd Leader: Achieving Effective Shepherding in Your Church*. Amazon Digital 2010  (289 pages)
## Assignments & Due Dates

<table>
<thead>
<tr>
<th>Dates and Weeks</th>
<th>1 Timothy 3, Titus 1 Measure of Man-Getz Required Reading Schedule</th>
<th>Spiritual Leadership Oswald Sanders Recommended Reading Schedule</th>
<th>Conviction to Lead Al Mohler Recommended Reading Schedule</th>
<th>Online Lessons, Assignments Required Reading Schedule</th>
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<tbody>
<tr>
<td>February 3 (Week 1)</td>
<td>None</td>
<td>None</td>
<td>None</td>
<td>None</td>
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<tr>
<td>February 10 (Week 2)</td>
<td>Aspires/Desires Noble Task (1) Above Reproach (2)</td>
<td>Honorable (1) Rare (2)</td>
<td>Conviction (1) Faith (2)</td>
<td>Online Lesson 1 Hughes 1-2 Due 1 Tim 3, Titus 1 Reflections Due</td>
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<tr>
<td>February 17 (Week 3)</td>
<td>Husband One Wife (3) Sober-Minded (4)</td>
<td>Master Principle (3) Natural-Spiritual (4)</td>
<td>Intelligence (3) Narrative (4)</td>
<td>Online Lesson 2 Hughes 3-5 Due 1 Tim 3, Titus 1 Reflections Due</td>
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<tr>
<td>February 24 (Week 4)</td>
<td>Self-Controlled (5) Respectable (6) &lt;No Dissipation or Rebellion Titus 1:6&gt;</td>
<td>You as a Leader (5) Paul’s Insights (6)</td>
<td>Worldviews (5) Passion (6)</td>
<td>Online Lesson 3 Hughes 6-10 Due 1 Tim 3, Titus 1 Reflections Due</td>
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<tr>
<td>March 2 (Week 5)</td>
<td>Hospitable (7) Able to Teach (8) &lt;Hold, Instruct &amp; Rebuke. Titus 1:9, 1Tim 3:9&gt;</td>
<td>Peter’s Insights (7) Leader Qualities (8)</td>
<td>Thinker (7) Teacher (8)</td>
<td>Online Lesson 4 Hughes 11-15 Due 1 Tim 3, Titus 1 Reflections Due</td>
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<tr>
<td>March 9 (Week 6)</td>
<td>Not a Drunkard (9) Not Arrogant* (10)</td>
<td>Leader Qualities (9) Leader’s Heart (10)</td>
<td>Character (9) Credible (10)</td>
<td>Online Lesson 5 Hughes 16-17 Due 1 Tim 3, Titus 1 Reflections Due</td>
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<td>March 16 (Week 7)</td>
<td>Not Quick-Tempered* Titus 1 (11) Not Violent* (12) Titus 1</td>
<td>Leader’s Prayer (11) Leader’s Time (12)</td>
<td>Communicator (11) Reader (12)</td>
<td>Online Lesson 6 1 Tim 3, Titus 1 Reflections Due Personal Learning Contract DueHughes Reading Report Due</td>
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<tr>
<td>Week</td>
<td>Reading</td>
<td>Reflections Due</td>
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<td>March 23</td>
<td>Spring Break</td>
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<td>March 30</td>
<td>Gentle (13) Not Quarrelsome (14)</td>
<td>Online Lesson 7 Sande 1-3 1 Tim 3, Titus 1 Reflections Due</td>
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<tr>
<td>(Week 8)</td>
<td>Reading (13) Improving (14)</td>
<td>Speaker (15) Steward (16)</td>
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<td>(Week 9)</td>
<td>Cost (15) Responsibility (16)</td>
<td>Online Lesson 8 Sande 4-6 1 Tim 3, Titus 1 Reflections Due</td>
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<td>April 13</td>
<td>Lover of Good* (17) Upright* (18)</td>
<td>Online Lesson 9 Sande 7-9 1 Tim 3, Titus 1 Reflections Due</td>
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<td>(Week 10)</td>
<td>Tests (17) Delegation (18)</td>
<td>Decisive (17) Virtuous (18)</td>
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<td>April 20</td>
<td>Holy* (19) Disciplined* (20) *Titus 1</td>
<td>Online Lesson 10 Sande 10-12 1 Tim 3, Titus 1 Reflections Due</td>
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<td>(Week 11)</td>
<td>Replacing (19) Reproducing (20)</td>
<td>Media (19) Writer (20)</td>
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<td>April 27</td>
<td>Not New Convert &lt;1 Tim 3:6&gt; Good Reputation with Outsiders &lt;1 Tim 3:7&gt;</td>
<td>Online Lesson 11 1 Tim 3, Titus 1 Reflections Due Sande Reading Report</td>
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<td>(Week 12)</td>
<td>Perils (21) Nehemiah (22)</td>
<td>Digital (21) Time (22)</td>
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<td>May 4</td>
<td>Not double-tongued &lt;Not Slanderer 1 Tim 3:11&gt; Hold faith with Clear Conscience Tested and Proven Blameless &lt;1 Tim 3:8-10&gt;</td>
<td>Online Lesson 12 1 Tim 3, Titus 1 Reflections Due Personal Learning Contract &amp; Paper Sanders Paper Mohler Paper</td>
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<tr>
<td>(Week 13)</td>
<td>Endurance (23) Death (24) Legacy (25)</td>
<td>None</td>
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