Course Description

Multiplying Missional Leaders is the second of four modules offered in partnership with 3D Ministries through Learning Communities. This module is offered through a four-day immersion experience at various locations determined by 3DM and continues through two academic quarters. (More information is available at www.3dmlearningcommunities.com)

The purpose of this module is not only to introduce students to the unique nature of missional leadership, but to guide them through a process of actually learning how to cultivate their own identity as a missional leader and engage in a guided process of actually multiplying missional leaders in their own ministry context.

Prerequisites:
Students must first be accepted into a 3DM Learning Community in order to register for this module. You can find more about 3DM and register for a Learning Community at www.weare3dm.com. Only students who have successfully completed the Building A Discipling Culture, module will be permitted to receive credit for Multiplying Missional Leaders.

Course Objectives

1) Understand and be able to articulate, in both biblical and theological terms, the nature and place of discipleship in the lives of believers and churches.
2) Develop and implement a six-month, strategic ministry plan related to building a discipline culture.
3) Learn how to identify kairos moments in your own life and in the lives of others.
4) Demonstrate personal growth and maturity as a disciple and as a person who understands the kingdom value of intentional reconciliation in regard to gender and multi-cultural brokenness.
5) Understand how huddles can be used as vehicles for discipleship
6) Lead a huddle
7) Increase one’s ability to practice the art theological reflection
8) Assess ministerial skills and understand ministerial identity through periodic evaluation and critical reflection on ministry practice

Required Reading
Students are required to read the following texts:


**Course Requirements**

Papers are all double-spaced, Time New Roman size 12 font and follow Turabian 8th ed. Format. All papers must be turned into Dr. Mark H. Herringshaw, mherringshaw@faculty.seminary.edu by the listed due date.

1. **Read Required Textbooks.** Turn in a list and percentage read of each book. (20% of grade) **Due March 30, 2014 e-mailed to mherringshaw@faculty.seminary.edu.**

2. **Session attendance and response.** All students are expected to attend 3DM session Multiplying Missional Leaders. In response to that session students will complete the following two tasks **Due March 30, 2014 to mherringshaw@faculty.seminary.edu.** (10% of course grade)
   - Write a two-page “Strategic Planning Tool” (guidelines provided by 3DM) that you will craft for your own ministry.
   - Write a short prayer that you plan to pray regularly over the course of the next six months that will center, guide, and sustain you as you seek to focus on God’s work in and through you.

3. **Participation in a weekly huddle** facilitated by a 3DM certified coach and supervised by the professor for six months following the immersion experience.
These weekly huddle calls have three primary aims:

- Directed engagement in a process of personal spiritual formation and discipleship
- Providing space for students to glean from and contribute to the questions, issues, and perspectives of huddle members
- Creating an opportunity for students to exhibit how they are integrating their biblical/theological reflection with their ministry experience as they develop the skill-set of a missionary leader.

4. **Reading Integration Papers.** Students will write two five-page reading integration and reflection papers that will demonstrate their ability to integrate course readings, biblical reflection, ministry experience, and personal growth and development including intentional prayer, reflection and practice in embodying a kingdom theology in regard to gender and multi-cultural realities. **Due March 30, 2014 e-mailed to mherringshaw@faculty.seminary.edu.** (20% of course grade)

   a. **Paper 1**
      - Provide a one-page summary for *Let Your Life Speak* and *Multiplying Missional Leaders.* Your summary should include information about the author (noting their background and perspective in writing), the author’s thesis and summary of how they support and defend this thesis throughout the book.
      - Use the final two-three pages of your reflection paper to explore how your reading intersects with your own life story, your ongoing spiritual formation, and your ministry context.

   b. **Paper 2**
      - Select two texts from the assigned reading. Provide a one page summary for each text. Your summary should include information about the author (noting their background and perspective in writing), the author’s thesis and summary of how they support and defend this thesis throughout the book.
      - Use the final two-three pages of your reflection paper to explore how your reading intersects with your own life story, your ongoing spiritual formation, and your ministry context.

5. **Research Paper.** A ten-page final research paper that will demonstrate your integrated thought at the conclusion of the module as well as your ability to search out and integrate non-course content. Reflect upon the following questions. Draw upon your reading, peer reflection time, scriptural, historical and theological reflection. **This paper is due March 30, 2014 to mherringshaw@faculty.seminary.edu.** Reflect upon the following questions:

   - In the first part of your paper: **Critique and Research**
     - Reflect upon the connections between the readings, discussions, and sessions.
     - What are other voices, outside of your assigned reading, saying? Doing? (You will have to do some additional research to answer this question).
Reflect theologically, historically and biblically to your discoveries. What do you find theologically, historically and biblically that supports what you are reading and learning? Does anything challenge what you are learning?

- In the second section of your paper: **Personal Discovery and Reflection**
  - How does your personal ministry experience reflect or challenge what you are learning?
  - Reflect upon how you know think differently?
  - What are the things you are unearthing that are foundational in your faith, spiritual formation, congregational leadership, and gender and multicultural awareness and relationships?

- In the final section of your paper: **Action and Response**
  - What ministerial, spiritual, and/or theological action do you now feel called to do?
  - What does missional look like in light of the readings, discussions and modules?
  - What implications, consequences, and challenges arise out of these topics?

6. Complete 3 Ministry Case Studies (see Case Study Guidelines below).
   - The case studies will be reviewed by the professor prior to specifically defined huddle calls. During those huddle calls, the professor will walk through a theological reflection process related to each study so that the study is reflected upon in the context of peers.
   - See Appendix A for an explanation and example of a case study.
   - See Appendix B for a list of questions to ponder when writing your case studies.

**Course Evaluation:**

- Reading and Participation: 20%
- Reading Integration Reflection Papers: 20%
- Course Prayer and Strategic Planning Tool: 10%
- Final Paper: 50%

Late work will be deducted a full letter grade for each week late. For each week late, then, an “A” paper will receive a grade of “B”.

**Grading Scale**

- A = 100-95   A- = 94-90
- B+ = 89-87   B = 86-83
- B- = 82-80   C+ = 79-7
- C = 76-73    C- = 72-70
- D+ = 69-67   D = 66-63
- D- = 62-60   F = 59 and below
Course Evaluation
Students must complete an online course evaluation using the seminary Moodle system at http://moodle.edu in order to receive a final grade in the course. The evaluation will be opened on March 30, 2014 after all course work has been completed. If you need assistance connecting to Moodle or accessing the evaluation, please send an email to ithelpdesk@seminary.edu.
APPENDIX A

CASE STUDY GUIDELINES

WRITING A CASE STUDY

A case study is a conscious retelling of an experience of “ministry in practice” which may be presented to a group for analysis and evaluation. The experience ought to be an event for which you have some responsibility for the outcome. The case study must be as brief as possible, one to two pages, double spaced. Please carefully select an event, critical incident or conversation which when brought to class will be real to you. We want to invite your peers to prayerfully speak into your life. You have three style choices below to select from as you write up your case study for class. The styles are the Case Study Approach, Verbatim Report and Critical Incident Report. You will want to read through all three and select one or combine elements of all three in order to best bring your experience to light for the class.

OPTION ONE - CASE STUDY APPROACH

BACKGROUND: Setting the event in context: Where? Include important context information. Who was involved - personal? Pressures? How and why were you involved?

Avoid editorializing with opinions or judgments.

Consult minutes, notes, tapes or other persons who were present to refresh and confirm the facts.

DESCRIPTIONS: A problem may be stated at the outset. What happened? What did you do? Include essential facts, no more, nor less than needed. Include as much detail as possible in the limited space. Accurately reflect the situation. A verbatim may be helpful. A verbatim is taking a portion of the event and writing exactly who said what; including body language, facial expressions, pauses, and other information which relays the emotion and clarifies the meaning of what is being - and not being - said. (See Verbatim Section below for further details.)

ANALYSIS: Identify the issues and relationships that were apparent as you viewed the situation. What was happening? Are these issues apparent in your written version of the situation? Who were you as minister and leader? How was God evident or absent?

EVALUATION: Estimate your own effectiveness in the event. Did you function effectively? Why? Why not? Did you do what you set out to do? What factors or forces emerged which you did not anticipate? What questions might the group discuss that would be most helpful to you?
CONFIDENTIALITY: If you do not want to reveal the identity of real persons or institutions, use fictitious names and places.

AFTER WRITING: Did your situation come alive?
Is there sufficient background information?
Are the relevant facts included?
Are the relationships clear?
Are the dilemmas apparent?
Is there an absence of editorializing?
Is the length appropriate?
Writing a case is not easy the first time.

SAMPLE CASE STUDY

BACKGROUND: My church is located in a “bedroom community” of about 5,000 highly trained technicians and engineers in a population center of over 100,000. Most of the people who have joined our new church are young couples with small children. We had no young people beyond ninth grade, and only four in the ninth grade. My attempts to get acquainted with young people in the community were met with suspicion and hostility at first, but we got a small group started. Youth meetings were structured largely by the group, my method being to get acquainted first, and then begin to structure the group after they had confidence in me.

Chris is a 15 year-old ninth-grader I have tried to involve in our church and youth group. His parents are sensitive, hard-working, intelligent people of culture and refinement. They enjoy their home and their work. They have no TV in their home - they can’t be bothered with such trivia. Chris has two older brothers - one in the Peace Corps and the other in the university. Chris did not want to attend our bi-weekly meetings but came at the insistence of his parents.

At one of these meetings, the person with the program did not come at the last minute, and the group decided to talk about drugs. Without any advance preparation, Chris gave what amounted to a lecture which covered such things as the origin of marijuana, heroin, and LSD, the chemical analysis of each, the physiological effects on the boy, etc. He did this with the competence of a college professor explaining it to a group of lay (people).

DESCRIPTION: One evening not long after this I called at Chris’s home. His parents were away, and he was studying. He invited me in. He told me he was reading Dante’s Inferno in research for an assigned composition which was “to select some historical character you believe has gone to hell and tell why you think so.” In the conversation that followed Chris told me he had read extensively in science, philosophy, and current literature - and that he did not believe in the existence of God. I tried to suggest he might not have all the evidence yet to make such a decision; that many scientists believe in God. I was inclined to accept his statements as evidence of one who had given considerable thought to them.

ANALYSIS: I was so overwhelmed with this boy’s knowledge and his probing mind which was questioning the things I didn’t until my college days that I froze. I felt it was obvious to him I had little to offer to challenge him at his intellectual level. He is an exceptional boy, but I have discovered that many young people in this community are not far behind.

EVALUATION: 1. How do I minister to young people like this?
2. How can I prepare myself to handle situations where my incompetence in science and technology is so obvious?
3. How can I handle the “freeze” situations?
APPENDIX B

QUESTIONS TO PONDER IN YOUR CASE STUDY

Please answer all of the questions below. Not all of the issues listed below may be relevant to your case study.

1. Why are you bringing this case study to class? What are you hoping for?
2. What do I fear God may ask of me in this situation?
3. Am I trusting God, or myself?
4. Where is my faith in this situation?
5. What is my hope dependent upon?
6. Is everyone opening themselves to loving another as God loves them?
7. Is there despair which may be seen in sin against one’s neighbor evident in envy, anger, etc.?
8. Is there pride which is exhibited through anyone sinning against themselves (and therefore community) which is being exhibited through greed, lust, gluttony, or other destructive tendencies?
9. Is this situation raising anxiety within me? Depressed feelings? What ‘medications’ am I using - or others - to stave off feeling as though things (or this situation) is ‘fatal’ or hopeless? (drugs, food, sex, fantasizing about what ‘could be’)
10. What dreams am I nourishing? Are they my dreams or God’s dreams? Are there dreams I need to let go of? Am I putting my hope in a dream rather than God?
11. Read Phil. 4: Where have I ‘set my mind?’ What’s going on in my mind? Where am I prone to go? (Depression, anger, quitting, etc.) Where am I bending away from God rather than straight up before God?
12. Where am I thinking more of myself than I ought? Less of myself than I ought?
13. Is anyone not finishing well because they do not believe God will do what God has said God will do?
14. What sin in my life may this be related to?
15. How is this impacting my view of my competency? My reputation?
16. Who do I think is watching?
17. Who could be a resource to me as I am seeking resolution?
18. Is there anyone I am avoiding in this?

19. Where do you see true love exhibited in receptivity to the Spirit and/or one another expressed through faith and hope?

20. Where do you see God’s activity through magnanimous behavior: loving others as God has loved?

21. WHERE IS SIN ALIVE; WHERE ARE GOD’S PROMISES AND WAYS BEING LIVED OUT?

22. What might ‘love look like’ in this situation?

23. Could I possibly be reacting to this situation as I am because this is too close to another experience in my life?

24. Finish these sentences, in light of this situation:

   Everything would be OK if_______________________________.

   My real problem is _________________________________.

   What I’m really worried about is _______________________________.