Doctor of Ministry
Program Guidebook
General – Academic Year 2016 - 2017

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“AS IRON SHARPENS
IRON, SO
ONE MAN SHARPENS ANOTHER”

PROV. 27:17 NIV

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SECTION ONE: DOCTOR OF MINISTRY PROGRAM OVERVIEW

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OVERVIEW

The advanced professional degree offered by Gateway Seminary is the Doctor of Ministry degree. It requires the completion of 29 hours of seminary work beyond the Master of Divinity degree (M.Div.), normally offered in interactive intensive seminars, significant field-based reflection and mentoring, and a cumulative Ministry Project. Candidates progress through the program together in cohorts of no more than 15 people in order to foster an interactive, supportive learning environment.

Nature and Goals of the Doctor of Ministry Degree

The D.Min. Program at Gateway is based on the understanding that people minister out of who they *are*, not just what they know. As such, the purpose and general goal of the Doctor of Ministry degree is to stimulate the candidate's growth toward both personal maturity and competence in the practice of Christian ministry. The D.Min. Program offers the candidate opportunities to develop the abilities to:

- Grow as a person;
- Integrate theological concepts into ministry;
- Function as a minister with a high level of competence;
- Skillfully perform functions demanded by ministry such as preaching, teaching, counseling, leadership, evangelism, etc.
- Inspire, equip, and involve laypersons in worship, study, and ministry;
- Develop effective staff relations and supervision;
- Move beyond routine techniques towards new dimensions and methods; and
- Grow in awareness of strengths and growing edges through feedback from mentors, peers, and ministry participants

Program Personnel of the Doctor of Ministry Program

Director: Responsible to the Academic Dean for the overall functioning of the D.Min. program. May also serve as a Cohort Director.

Associate Director(s): works with the Director to accomplish his/her responsibilities. May also serve as a Cohort Director.

Assistant Director(s): performs tasks, as requested by the director to assist in accomplishing his/her responsibilities. May also serve as a Cohort Director.

Cohort Directors (formally known as Track Coordinators): Responsible to the director for developing and guiding a cohort from initial design to candidate's graduation.

Program Coordinator: with the help of administrative assistants, is responsible to the director for performing administrative duties that insure the efficient/effective functioning of the D.Min. program. (This is normally the first person a candidate would call with questions about the D.Min. program, forms, dates, etc.)

Field Mentor: Field Mentors are ministers who provide candidates feedback and engage with them in theological reflection.

D.Min. Committee: Is comprised of the Director and Associate director and other Faculty members. They function to approve applicant's regular admission into the program, or recommends to the full faculty the admission of provisional candidates. They also make minor changes to the guidebook, or recommends to the full faculty major changes in the guidebook.

Lay Consultation Committee (**LCC**): A group of non-ministers that observe the candidates ministry personally and give feedback to the candidate.

Ministry Support Group (MSG): A group of peer-ministers (usually from the candidate's cohort) that assist the candidate with theological reflection of his/her ministry and give feedback on ministry from a peer perspective.

Program Elements

Overview of Credit Hours

- Seminars 15 credit hours
- Mentored Ministry 8 credit hours
- Ministry Project 6 credit hours
- TOTAL 29 credit hours

Seminars

The Program includes eight seminars:

Three Program Seminars (one credit hour each):

- Orientation
- Research Methods and Tools for D.Min. Projects
- Project Planning

Three Core Seminars (two to three credit hours each)::

- The Theory and Practice of Ministry and Leadership (three credit hours)
- Spiritual Formation (two credit hours)
- The Ministry of Personal Relationships (three credit hours)

Two of the following Specialist Seminars (two credit hours each):

- Proclamation and Worship,
- Ministry of Supervision
- Context, Culture & Missions
- Cohort Specific Seminar(s), or

- Candidate Arranged Specialist Seminar(s)

Specialization

The D.Min. Program at Gateway has been designed to provide candidates with opportunities to specialize in relation to their ministry vocations. Candidates utilize the Specialist Seminars, Ministry Mentoring Process, and the Ministry Project to personalize their learning.

Ministry Mentoring Process

DM410 is an eight credit hour unit of Ministry Mentoring provides the candidate with significant feedback and mentoring in a supportive context. Normally, this process will last a minimum of 18 months but may last less time for candidates with a documented and pre-approved unit of post-seminary Clinical Pastoral Education (CPE). It will include regular interaction and feedback from a Field Mentor, ministry participants, and peers.

Ministry Project

Conducting a Ministry Project and preparing an acceptable report are the culminating activities in the Doctor of Ministry Program (six credit hours). The Ministry Project calls for the candidate to take full initiative in submitting a viable project proposal, designing a prospectus, implementing the project, and preparing a report. The purpose of the project is to demonstrate the candidate's competencies in planning, guiding, evaluating, and reporting on a significant ministry activity in which person, theology, theories, and skills are integrated.

Any significant area of the candidate's ministry offers possibilities for a Ministry Project. The Ministry Project must provide evidence of an innovative and situation-specific approach that involves the candidate in leading people in ministry to accomplish targeted objectives. Candidates will be given guidance in designing a meaningful Ministry Project.

Candidates may begin the Ministry Project after the completion of all seminar and mentored ministry requirements and the completion of any deficiencies related to entrance criteria. Candidates will be assigned a Ministry Project Committee and should maintain close contact with this Committee during the entire period of work on their Ministry Project.

Completion of Program

The D.Min. Program is a three-year degree, with six years as a maximum. If the candidate does not complete the program in three years, a candidate must apply for an extension to remain in the program. Additionally, if a candidate does not have an approved prospectus after three years, they are required to retake DM422Project Seminar and may receive a new Project Committee.

A candidate that is granted an extension remains in Extended Status until he/she graduates, withdraws, is terminated, or the candidacy expires. If a candidate does not complete the program within six years, their candidacy expires. After three years in the program, an Extension Fee will be charged for each additional semester (see Financial Regulations section for more details). A candidate may not enter the 4th year (Extended Status) without being current with the Business Office and Library.

Program Progress

- Each candidate will have Periodic Reviews conducted by the Cohort Director. The D.Min. Committee will be informed if there are deficiencies that warrant probation or termination. The Committee will determine whether the candidate is placed on probation or is terminated. Termination normally prohibits the candidate from re-entering the program.
- Program Seminars will be graded pass/fail. Core and Specialist Seminars will be graded excellent, good, or fail. No credit will be given for any seminar or project in which the candidate fails to make a passing grade. The candidate will be responsible to re-enroll in a seminar, which the candidate does not complete successfully unless the D.Min. Committee, on recommendation of the seminar leaders, recommends an alternate program of work. Candidates not making passing grades in more than one seminar will be counseled as to the wisdom of continuing in the program.
- Note: It shall be the responsibility of candidates to take the initiative in every phase of their work toward the D.Min. degree.

ADMISSIONS PROCESS

Criteria

The D.Min. Committee will consider a cluster of data and will approve applicants who demonstrate adequate promise of completing the degree. The criteria included in this cluster of data are presented below.

1. *The M.Div., or its equivalent, from an accredited institution.* For applicants who have a non-M.Div.. degree, the following guidelines will be used to evaluate M.Div. equivalency:

A minimum of 72 transcript hours from an ATS and/or Regional accredited institution consisting of at least…

- 20 hours in Biblical Foundations, to include OT Intro and NT Intro
- 12 hours in Theological/Historical Foundations, to include Christian Theology and Church History, and
- 32 hours in Leadership Skills Formation, to include Public Speaking for Christians Educators/Preaching/Communication, Missions/Evangelism and Theological Field Education.
- The remaining hours will be free electives.

Applicants with deficiencies in the above areas may be allowed to take up to 10 hours of leveling work concurrent with and after admission to the program. All deficiencies must be removed before beginning implementation of the Ministry Project. The candidate will work closely with the Director to develop an approved schedule for removing any deficiencies.

From Schools outside the United States:

For applicants with degrees from outside the United States and Canada, transcripts must be submitted to a recognized international transcript evaluation service, at the student's expense.

- In the absence of a qualifying evaluation and upon a case by case approval of the D.Min. committee, the applicant may qualify as a Special Status Student to take up to 5 units of D.Min. seminar work as an attendee if:
- applicant meets other entrance requirements, and
- applicant's degree is an acceptable, recognized degree in their country for ministry leadership positions, and
- the special student agrees to pay 1/6th of the D.Min. program fee, (which will be applied to the D.Min. program fee if he/she becomes a candidate,)
- If the Special Status Student then demonstrates the capacity to perform academically at an acceptable level, the Cohort Director will bring a recommendation to the D.Min. Committee for acceptance into the program.

Transfer Credit

- Transfer of Academic Credit: Candidates may transfer up to 16 hours of academic credit into the D.Min. program with the following stipulations:

    Transfer hours may not be applied to Program Seminars.

    Only coursework that is documented by an accredited academic institution may be transferred into the D.Min. program.

    Seminars and other learning activities that may be acceptable as a component of a candidate arranged seminar are not eligible for transfer toward the D.Min. program.

    Requests to the exceptions above may be made under rare cases and approved by the D.Min. Committee.

- Accreditation: ATS accredited D.Min. academic credit may be accepted for transfer into the D.Min. program.

    Non-ATS accredited D.Min. courses must be reviewed by the Cohort Director and recommended for transfer.

    Non-ATS accredited D.Min. course transfer requests must include documentation of the institutions' accreditation, the course description, and the learning activities the candidate completed. The candidate is responsible for providing all documentation to the D.Min. Office.

- Non-D.Min. Program Academic Credit: Candidates may transfer up to 4 hours of non-D.Min. doctoral (PhD, EdD, DEdMin, DMA, etc.) academic credit hours into the D.Min. program.

    Requests for transfer of non-D.Min. courses must include documentation that the course work was appropriate for the practical nature of the D.Min. program

    The Cohort Director will review and recommend transfer of non-D.Min. academic credit into the D.Min. program.

- Cost: The D.Min. program fee will be required in full regardless of any transfer of academic credit.

2. *Grade Point Average (GPA) lower than 3.0 on a 4.0 scale*[1]. An applicant with a seminary GPA lower than 3.0 is required to take the *Miller Analogies Test* (MAT) as an additional measurement of his or her academic capabilities for succeeding in the program.

- The *MAT* can be taken at a university testing center and is normally given either on demand or at specifically scheduled times. To apply to take the *MAT*, go to www.milleranalogies.com. This website has information about the test as well as a sample test. Applicants need to be aware that it frequently takes four- six weeks to obtain a *MAT* score. This should be taken into consideration for meeting the D.Min. application deadline.

3. *Test of English as a Foreign Language (TOEFL).* Applicants who do not have English as their native language and who do not take the *MAT* will be required to take the *TOEFL* exam, including the *Test of Spoken English* portion.

- Applicants must score at least 575 on the standard paper-based *TOEFL* or 230 on the computer-generated *TOEFL* and 50 on the *Test of Spoken English* portion.
- People who otherwise meet all the entrance criteria with the exception of the required *TOEFL* scores will be encouraged to address their English deficiencies. Once they have addressed those deficiencies to the point that they can obtain the required *TOEFL* scores, they will be considered for acceptance into the program.

For Korean bi-lingual Cohort applicants only, Applicants who have an M.Div. or equivalent degree from a properly accredited Korean-based program may take our in-house test instead of the TOEFL.

- **The in-house test** will evaluate three components: reading comprehension, writing proficiency, and skills in conversational English.
- In the presence of a proctor, the applicant will read a PDF document in English (8-10 pages from one of our seminar textbooks) that will be emailed to the proctor from the D.Min. office.
- The applicant will have two hours to read through the text and provide a two to three page long response in Korean with one paragraph (5-6 sentences) written in English.
- The applicant's response paper will be reviewed by another Korean speaking faculty

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[1] Applicants may be granted "provisional acceptance" if their entrance data is not sufficient to indicate candidacy, or if grade point average and the *MAT* score are marginally lower, but ministry (as determined by references, years in ministry, essay, and interview) is significantly above average. The Cohort Director will review work of provisional applicants after their first six months in the program and recommend to the DMin Committee if they should be granted candidate status. If the Committee determines the "provisional applicant" should not continue in the program, he/she will be terminated from the program.

member and a Korean D.Min. graduate who will then submit a recommendation to the Cohort Director on the applicant's ability to function in the Korean bi-lingual cohort. If the two readers disagree, the Cohort Director or a third reader will review the response paper as well.

- During the admissions interview, the Cohort Director will conduct part of the interview in English in order to test conversational English skills. Taking into account the reader's recommendations, the Cohort Director will offer a recommendation for the applicant's ability to function in the bi-lingual D.Min. Program and submit it along with the standard recommendation form.
- Students admitted to the Korean cohort without the TOEFL score, should they choose to transfer to our English only cohorts in the future, will still be required to show their English competency and be subject to the regular admissions requirement for foreign language students.
- For people who have graduated with an undergraduate or graduate degree from an accredited English-language-based institution, this *language testing* requirement is waived.

4. *Three years of substantial post-seminary ministry experience.* Positions held while a college or seminary student will not meet this requirement. A staff position or its equivalent that provided opportunity for demonstrating qualifications for ministry will constitute substantial ministry experience.

5. *Applicants must have specific and adequate positions of ministry.* A bi-vocational applicant will need to provide evidence that the ministry setting and ministry involvement are sufficient to meet the educational goals of the program.

6. *Ministry Essay.* Each applicant will submit a ministry essay of at least eight to ten pages (typed and double spaced) setting forth the applicant's understanding of ministry and the ability to communicate that understanding. The essay needs to address the following areas:

- Philosophy of ministry;
- Past ministry experience;
- Current ministry situation including position, nature of responsibilities and accomplishments, organizations, and programs;
- Goals for personal and professional development in ministry practice; and
- Specific ways the D.Min. Program will help in achieving these goals.

7. *Institutional Approval Form.* The church, institution, or agency in which the applicant ministers will provide the Seminary with a statement of approval as well as its willingness to participate in the applicant's program of study and practice.

8. *References.* An applicant will submit references to testify to his/her commitment to and effectiveness in ministry.

9. *Interview.* The Director or Associate will conduct or supervise an interview with each applicant.

Admission Procedures

- Applicants who have never been enrolled in Gateway Seminary will complete an application form and supply all materials as stated in the Catalog and the D.Min. application packet
- Applicants who are graduates of Gateway will complete an application form and supply all other required materials. The following materials will already be in a graduate's file: photos and college and seminary transcripts.
- The Director or Associate Director, review all materials and recommend acceptance or rejection to the D.Min. Committee.

Matriculation and Payment of Fees

- The initial matriculation will be conducted during Orientation.
- Candidates are to enroll and pay the appropriate fees each semester they are in the program. Candidates who make late payments will be assessed a late payment fee. A pattern of late or missed payments will result in a suspension from the program until deficiencies are addressed.
- Candidates who withdraw from a seminar less than three weeks prior to its beginning will receive a grade of "fail." Serious illness or emergencies may be considered as exceptions.

Orientation

- Orientation will be conducted at the beginning of the candidate's work toward the D.Min. degree.
- The candidate must attend the entire Orientation to receive credit.
- Admission to any seminar is contingent upon completion of Orientation.
- Orientation will acquaint the candidate with the philosophy of the program as well as information about seminar work, the Ministry Mentoring process, and the Ministry Project.

ACADEMIC POLICIES Change in Ministry Situation

Candidates contemplating a new ministry setting should write a letter about the possibility to the Cohort Director, giving information concerning the new ministry setting. If the Cohort Director certifies the new ministry setting as being adequate for the D.Min. purposes, he/she will counsel the candidate about the wisdom of Interrupted Status.

Candidates who change their placements in ministry at any time during their tenure in the program will be expected to provide the Seminary with a new institutional approval form from the new institution or agency they serve. This new institution or agency must approve the candidate's continued participation and agree to their required involvement.

Student Ethics

The Seminary reserves the right to terminate at any time the enrollment of any student whose quality of performance, active church involvement, personal and ethical conduct, or financial status is deemed unsatisfactory. It is required that students who have given evidence of a divine call, are preparing for the Christian ministry, and have sought entrance into an institution administered by a Board of Trustees elected by the Southern Baptist Convention shall conduct themselves in a manner deemed by the Seminary as conduct becoming a Southern Baptist minister. The Seminary shall initiate disciplinary action should standards of personal and ethical conduct be violated. In this context, the Seminary fully expects students to follow courses of conduct that are compatible with the announced policies and resolutions of the Southern Baptist Convention.

Interrupted Status

Candidates may request Interrupted Status from their Cohort Director. When the Cohort Director believes that

Interrupted Status is in the best interest of the candidate a recommendation will be made to the D.Min. Committee for their approval. The candidate may receive Interrupted Status for one semester at a time. The candidate will be responsible for an Interrupted Status Fee. Requests for Interrupted Status must be submitted prior to the due date (August 1 or February 1) in order to receive Interrupted Status for that semester. Time spent on Interrupted Status will not count against the six-year maximum time limit.

Missionaries returning to a foreign field of service will be granted automatic Interrupted Status after the completion of the Mentored Ministry portion of the program and the payment of the D.Min. fee. No Interrupted Status Fee will be charged following the payment of all other fees while the missionary is on Interrupted Status.

Candidates called up for Overseas Military Duty will be granted automatic Interrupted Status. No Interrupted Status

Fee will be charged while the candidate is on Overseas Military Duty.

Probation

Candidates will be placed on academic probation when their progress does not meet the expectations of the program, but when they still have opportunity, time, and ability to reach the expectations of the program. Probation is a signal to candidates that they need to give careful attention to areas of growth that they are not fulfilling adequately.

The Cohort Director will conduct a Periodic Review of each candidate's progress approximately every six months. If, in the opinion of the Cohort Director, the probationary status is appropriate and will be beneficial, the Cohort Director will place the candidate on probation and notify the D.Min. Committee of this. The Cohort Director will communicate with the candidate specific requirements needed to bring the candidate off of probation. Those requirements are due by the next Periodic Review. If the requirements of probation have been met, the Cohort Director will remove the probationary status and notify the D.Min. Committee of such.

Withdrawal

This is a voluntary action initiated by the candidate. Candidates must be academically and financially current in order to apply for withdrawal.

An academically current candidate has no incomplete grades. Any Work In Progress will be converted to a "W" upon withdrawal.

A financially current candidate has no outstanding accounts with the seminary, to include library fines as well as program payments or extended status fees, interrupted status fees, or any late fees.

Candidates that withdraw from the D.Min. Program can reapply after one year.

Termination

Admission to the D.Min. Program of study does not imply successful completion and awarding of the degree. Candidates who fail to achieve expected standards may be terminated.

Leaders of the seminars may recommend termination to the Director. Failure of the candidate to maintain the required academic standards will be reported to the Director and the D.Min. Committee. A decision to terminate a candidate will be made by the D.Min. Committee. Termination normally prohibits the candidate from re-entering the program.

The Cohort Director or D.Min. Program Director may recommend termination due to:

- Candidate's failure to resolve conditions of probation or provisional acceptance.
- Candidate's failure to submit a Change of Status Request Form prior to entering Extended Status.
- Candidate's failure to maintain current account with the Business Office.
- Candidate's failure make adequate progress in the D.Min. project as evidenced by submission of proposal/prospectus/project report or to maintain contact with the Project Committee about the development and progress of the project activities.

Candidates who are terminated may not apply for *re-admission* to the D.Min. program. A candidate who is terminated therefore must apply to the D.Min. program as a new student. Upon acceptance and admission, the candidate must pay all program costs and fees associated with the new program. Academic standing will be determined by the Cohort Director, D.Min. Program Director, and the D.Min. Committee.

D.Min. candidates desiring a review of termination action may petition the Vice-President of Academic Affairs (VPAA) in writing. The VPAA will appoint a three-member review committee composed of one D.Min. candidate and two faculty members not involved in the original recommendation to terminate the candidate. This committee will review the case and present an official report and recommendation to the Faculty.

Readmission

ELIGIBILITY: Candidates who:

- Submitted a Status Change Request Form for withdrawal to the D.Min. Committee.
- Were not on academic probation and did not have an outstanding hold on any account at the time of withdrawal.
- Withdrew from the D.Min. Program at least one year previously.

FEES

- Candidates will pay all application fees.
- Candidates who withdrew prior to complete payment of the original D.Min. program fees will be responsible for the balance between the original payments and the program fee at the time of re-entering the program.

- Candidates who completed payment of the original D.Min. program fee will not owe additional program fees.
- Any former candidate who has fully paid their Program Fee and withdraws after completing year 3 of the D.Min. program can reapply to the program after staying out one year. If approved, the candidate would be required to attend the project seminar again and would be eligible for up to three consecutive extended status years (six semesters). The extended status fee would be due each year at the beginning of the extension year.

Re-Entry - Candidates who have completed everything except the Ministry Project

Readmission applicants will review, edit and resubmit prior application materials. They will need a fresh institutional approval form and at least three references.

In the applicant re-entry interview, the director or his representative will determine the reasons why the candidate did not successfully complete the program on his/her prior attempt and evaluate whether life circumstances, candidate attitude and academic skill set is at a level for probable success at the current time.

The readmission applicant will provide a detailed plan for completion of all remaining D.Min. program elements. The candidate must be able to articulate a plan for overcoming past difficulties and succeeding in completion.

The readmission applicant will be required to retake DM422.

The re-entry interviewer will evaluate the readmission applicant's academic record to determine if the candidate lacks proper research skills. If the interviewer finds those skills lacking, he or she will re-take DM 420. If recommended by the interviewer and approved as a condition for admission by the D.Min. committee, the candidate must agree to fulfill the requirements to be allowed to re enter the program.

The D.Min. Committee will vote on the interviewer's recommendation for re-entry.

CONTINUATION IN THE PROGRAM

- Candidates readmitted during the project phase will submit a degree completion plan annually until graduation. The Cohort Director and project chair will recommend approval or disapproval of the degree completion plan. If the degree completion plan is not approved, the candidate will be recommended for withdrawal from the program. The candidate must make objective progress in the degree program and project activities and submit an adequate prospectus during the first year of readmission.
- Candidates readmitted during the seminar phase of the D.Min. program will be on probation for the first year of the program. The annual degree completion plan will not be required for these candidates.
- Candidates readmitted into the program, who already had six full years, must complete all degree requirements within three additional years granted them by readmission, of active enrollment (to exclude periods of interrupted status or withdrawal) in the D.Min. program.

Plagiarism and the Preparation of Papers

Papers submitted to meet course requirements are expected to be the student's own work. In the preparation of all papers and other written work submitted to meet course requirements, a student should be careful to distinguish between ideas that are his own and those that have been derived from other sources. Information and opinions drawn from whatever source are to be attributed specifically to their respective sources. Students should learn the proper forms of citation. Quotations should be properly and fully cited, as should all paraphrased material. In all cases where ideas or material presented are derived from a student's research, the original source must be indicated. A student who submits work either not his own or without clear attribution to original source is guilty of plagiarism.[2]

Requirements for Graduation

The faculty expects all degree requirements, including the Ministry Project, to be completed within three academic years from the date of first matriculation. The candidate may petition the Cohort Director and the D.Min. Committee for an extension. The maximum time allowed to complete the program is six years. After six years, the candidacy expires.

Candidates are expected to function at a higher level of competence or excellence than that expected of M.Div. students. Candidates should exhibit growth and a high level of functioning in professional maturity and personal development. This will be demonstrated in their outlook and approach to ministry. Among these intangible qualities are self-esteem, personal integrity, a deepening faith, and social responsibility, which will be exhibited in the candidate's knowledge, attitudes, and skills in the totality of their ministry.

Progress will be measured by:

- The quality of candidate's participation in the seminars;
- Documents and materials prepared for Ministry Mentoring;
- Evaluations by Field Mentors, competent observers, and faculty seminar leaders, and
- Evaluations by the Cohort Director during the Periodic Reviews.

Graduation will be by action of the Faculty upon completion of all requirements.

Grievance

Candidates have the right to proper channels for voicing grievances and personal matters of concern. The Seminary understands that the need to resolve grievances sometimes occurs within a campus community. Candidates who feel they have been treated unfairly or inappropriately should seek to resolve the difficulty through the appropriate staff or administrative officer who manages responsibility in that particular area. Informal issues should first be handled confidentially through an "open door" approach, incorporating all available campus resources and spiritual discernment.

INFORMAL GRIEVANCE PROCESS

Most conflicts can be resolved by discussion with the person(s) directly involved in the matter, be it a faculty member, staff person, or another candidate. This type of resolution certainly is preferable to more formal actions, and would honor the spirit of Scripture as expressed in

[2] Rules Relating to College Studies: General Academic Rules Harvard and Radcliffe Colleges, 1974-1975, 30-31.

Matthew 18:15. Scheduled appointments are preferred over drop-in calls/visits. Often, a cooling off period is necessary before making contact. Most grievances are not of a nature demanding immediate resolution. A polite, patient, considerate approach is almost always the most effective in resolving the issue. Additionally, the candidate is encouraged to contact the Cohort Director and/or D.Min. Director for assistance and guidance in resolving the issue. This step must be taken before filing a formal grievance.

FORMAL GRIEVANCE PROCESS: STEP 1

If satisfactory resolution is not achieved through an informal process, the candidate may then appeal to the D.Min. Committee. Candidates must be enrolled in the D.Min. program at the time of filing a formal complaint. All grievance appeals must be written and clearly identify the facts surrounding the conflict. The written appeal must state with whom the informal process has been attempted and should include copies of any other pertinent documents. The D.Min. Committee will review the appeal and decide on an appropriate course of action. The candidate's Cohort Director or the D.Min. Committee Chair will communicate the Committee's decision to the candidate.

FORMAL GRIEVANCE PROCESS: STEP 2

In the event the satisfactory resolution is not achieved through Step 1, the candidate may then appeal to the appropriate Seminary administrative officer who exercises responsibility in that particular area, as follows:

- If the grievance concerns matters of Faculty/Academics, Courses/Schedule, Registrar or Library, write to the Vice President for Academic Affairs.
- If the grievance concerns matters of Business Office, Human Resources, ITG/Network, Facilities/Grounds, Employee/Faculty Parking, Guest Housing, Food Service or Gateway Academy, write to the Vice President for Business and Finance.

As in Step 1, all grievance appeals should be written and should clearly identify the facts surrounding the conflict. Again, appointments are preferred to drop-in visits. Administrative officers will not entertain appeals that have not proceeded properly through the informal grievance process and Step 1 of the formal process previously described. The written appeal must state with whom the informal process has been attempted and should include copies of any other pertinent documents. The administrative officer will respond to formal grievances as appropriate and may call for further appointments with the grievant or other people involved. The officer will respond in writing directly to the candidate concerned.

FORMAL GRIEVANCE PROCESS: STEP 3

Should the grievant remain unsatisfied with the results of the Step 1 and 2 processes, he/she may proceed to Step 3 through direct appeal to the President. Such appeals should also be written (as in Steps 1 and 2) and should contain all pertinent documentation. The President's Office will not accept appeals that have not

- proceeded through each prescribed step of the grievance process, so the written appeal must reflect all
- previous steps undertaken. The President is the final stage of the formal grievance process and all decisions of the President are final.

DOCTOR OF MINISTRY COMMITTEE

The Doctor of Ministry Committee is charged with the responsibility of the D.Min. Program under the direction of the Faculty. Among the functions of the committee are the following:

- It admits applicants into the program who meet the qualifications, and can recommend to the Faculty the admission of applicants to the program who do not meet the criteria;
- It recommends to the Faculty any changes in the content or structure of the program;
- It grants Interrupted Status, when warranted, upon request of the candidate and recommendation of the Cohort Director ;
- It grants Extended Status, upon request of the candidate.
- It hears reports from the Cohort Director regarding candidates' progress, including when a candidate is placed on probation by the Cohort Director
- It works with the Director to maintain the quality of the program;
- It recommends to the Faculty termination of a candidate in conformity to the guidelines given above.

FINANCES

Relevant Fees are detailed on the Seminary's website.

The D.Min. Program is a single-fee program. The ***Program Fee*** is payable in full at the time of matriculation or through an installment plan involving payments by check or credit card on a semi-annual (December 1 and April 1) or monthly basis. This fee provides for matriculation, seminars (except candidate-arranged Specialist Seminars), Field Mentor honoraria, and binding of the Project Report.

Installment applications will be provided during Orientation and must be returned to the Business Office during the first seminar, along with the first payment, which is one-sixth of the Program Fee.

The Program Fee applies to candidates who complete the program in three years (six semesters) or less. Candidates that have not completed the D.Min. Program after six semesters will be charged the current ***Extension Fee*** for each additional semester. A candidate may not enter the 4th year of Extended Status without being current with the Business Office and Library.

Semesters spent on Interrupted Status will not be counted toward the three years allowed without additional charges. Candidates completing all work in a semester but not graduating until the following commencement will not normally be charged for the intervening semester. If a candidate does not complete the program within six years, their candidacy will expire. Upon receiving a Status Request Form, the D.Min. Committee could extend the candidacy for another semester for extreme circumstances, but only if the candidate has an approved prospectus. Candidates on international assignment must complete the program within two stateside assignments to avoid imposition of Extension Fees.

The basic Program Fee, once established for a particular cohort, does not normally change for candidates in the cohort. However, the Seminary reserves the right to alter fees at any time without any prior notice.

Other fees include the ***Application Fee*** (due with the complete application), a one-time ***Course Materials and Inventories Fee*** (due upon acceptance into the program), and a ***Graduation Fee*** (due prior to graduation).

D.Min. Refund Policy

Refunds will be credited to the D.Min. student after an approved or withdrawal, prorated on a six-semester basis. No refunds will be given following the start of the sixth semester. The six-semester clock does not run during

Interrupted Status. Extended Status and Interrupted Status fees are non-refundable.

Payment Options

All students are responsible to keep their financial accounts current: tuition, fees, housing, library charges, etc. Payment may be made using cash, check, Visa, or MasterCard. The Seminary does not accept Title IV funding or federally guaranteed loans, although the Seminary is a qualified agency for deferment of preexisting student loans.

Deferred Payment Plan (D.Min. program only)

Doctor of Ministry students may elect to pay their program fee in six equal installments, beginning with the first seminar. Subsequent payments (including Extended and Interrupted Status fees) are due on a semester basis (December 1 and June 1).

The installment application will be included in the registration material or may be obtained from the Business Office. It must be returned to the Business Office, along with the first payment, by the beginning of the first seminar. Students must be financially current to attend any seminar.

Delinquent Accounts

All financial obligations (i.e. tuition, fees, loan payment, housing rent, library fines, etc.) are to be paid on or before the due date. An account is considered delinquent the day after the financial obligation is due, and the student account will be assessed a $50 late charge on that day. It is a student's responsibility to keep his/her account current. Delinquencies may subject the student to disciplinary action. Students will not be permitted to register for the subsequent term, and D.Min. students will not be permitted to attend any scheduled seminars, if accounts are delinquent. Transcripts will not be released and graduation will not be permitted until all obligations are paid in full. Graduating students must settle their accounts with the Business Office by the Thursday prior to graduation. All delinquent accounts may be subject to legal collection procedures.

All payments should be made directly to the Business Office. Please contact the Business Office at (909) 687-1521 or businessoffice@gs.edu with any questions.

This D.Min. Guidebook is intended as an expansion of the **Gateway Catalog**. It is not intended to replace policies set forth in the Catalog. In case of questions, the Catalog takes precedence over this guidebook.

SECTION TWO: MINISTRY MENTORING

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OVERVIEW

One of the most significant aspects of Gateway's D.Min. Program is the Ministry Mentoring process. The time spent in the Ministry Mentoring process, whether in a D.Min. peer group or in a one-on-one mentoring relationship, can be a potentially life-changing and ministry-changing experience. All of the activities that are part of the Ministry Mentoring process are designed to assist the candidate in gaining insight into him/herself as a person and as a minister. Discovery and affirmation of gifts and abilities as well as "blind spots" should be the outcome. Enhancement and development of ministry skills, insightfulness, and self-awareness are some specific goals of the program. Growth in intentionality and theological awareness also are also expected.

The Ministry Mentoring process offers candidates an opportunity to learn as they function in ministry. It allows for experiential learning as candidates reflect upon their ministry with the assistance of a mentor, peers, and laypersons. The Ministry Mentoring process provides the opportunity for candidates to conceptualize their functions as people and integrate their abilities biblically, historically, and theologically.

The Ministry Mentoring process also allows the candidate to customize their learning in the D.Min. Program. The candidate's own ministry is under scrutiny and is a significant part of the learning experience. The candidate receives evaluation from a competent minister concerning his or her ministry.

The candidate is required to successfully complete eight units of Ministry Mentoring (DM410). These will normally begin one month after the completion of Orientation (DM400) and follow in sequence for approximately eighteen months. In case of Interrupted Status, the candidate will need to negotiate Ministry Mentoring requirements with the Cohort Director. Candidates may petition their Cohort Director to substitute a documented unit (consisting of at least 400 hours) of Clinical Pastoral Education (CPE) for DM 410. The CPE must be done while enrolled in the Gateway D.Min. program and culminate with the submission of an Integration Paper and/or a one-hour post CPE interview with the Cohort Director. The units of Ministry Mentoring are graded as pass/fail.

Ministry Setting

The candidate must have an adequate ministry setting for the purposes of the D.Min. Program. The setting will be evaluated during the interview of the application process. Should the setting change during the time of the program, the candidate will be responsible for providing sufficient and relevant data to ascertain if the new ministry setting is adequate for the purposes of the D.Min. Program.

Field Mentor

The Field Mentor is the key person in the Ministry Mentoring process. Candidates will develop a covenant of learning with their Field Mentors and meet with them regularly. The Field Mentor will report to the Cohort Director regularly and participate in the candidate's Periodic Review with the Cohort Director.

Field Mentors will provide candidates functional and theological reflection upon their ministries. Field Mentors will provide the Cohort Director regular reports and any special reports which the Coordinator requests.

The Field Mentor should be active in ministry (exceptions may be made for retired ministers) and have demonstrated competence in ministry. The candidate should have adequate access to the services of the Field Mentor on a regular basis.

The Cohort Director is responsible for appointing the Field Mentor. This person is also responsible to negotiate mentor training with each Field Mentor.

The D.Min. applicant should begin conversation with the Cohort Director early in the application process with regard to a possible Field Mentor (see Recommending a Field Mentor). The Field Mentor is appointed by the Cohort Director in negotiation with the candidate and with the concurrence of the Vice-President of Academic Affairs.

Qualifications:

- Willingness to fulfill the duties set forth in the D.Min. Guidebook, the Covenant, and the "Overview of D.Min. Field Mentoring Responsibilities" sent to the Mentor at the time of enlistment.
- Graduate of an accredited seminary.
- Active in ministry. (Exceptions may be made for retired ministers)
- At least 5 years of ministry experience following seminary.
- Ability to serve as a ministry model or mentor.
- Ability to help the candidate reflect.
- Ability to confront in a caring way.
- Ability to help the candidate consider issues related to self as well as to ministry.
- Willingness to be trained as a Mentor.

(Other helpful qualities are listed in *Experiencing Ministry Supervision*.[3])

Training:

Ministry Mentoring training may be offered on campus, but is normally done online. Where this is not practical, the Cohort Director may provide special training when possible. Training in ministry mentoring is a necessary criterion for serving as a Mentor.

Ministry Support Group

The Cohort Director will normally assign them to a peer group made up of other D.Min.

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[3] Ronald Hornecker, "Choosing a Ministry Placement and Field Supervisor," in *Experiencing Ministry Supervision*, ed. William T. Pyle and Mary Alice Seals (Nashville: Broadman and Holman Publishers, 1955), 25-29.

candidates and led by a Field Mentor, or candidates can enlist four to six ministers who will covenant with them to serve as a Ministry Support Group. They will meet with the group periodically. The peer group will provide the Cohort Director with reports as he requests. Field Mentors are encouraged but not required to participate in the Ministry Support Group.

Life History

The candidate will prepare a Life History and e-mail it to the D.Min. Office one month prior to Orientation. The Life History should also be sent to the candidate's Field Mentor.

Covenant

The candidate will negotiate a Covenant of Learning with the Field Mentor. After the covenant has been negotiated and the candidate and Field Mentor have signed it, the covenant will be e-mailed to the D.Min. office. The covenant is due to the D.Min. Office 90 days after Orientation. Please send to DM410@gs.edu. The Cohort Director will give final approval to the candidate's covenant and will communicate approval or need for changes at the first periodic review.

Lay Consultation Committee

The candidate will need to recruit five to six people to serve on a Lay Consultation Committee (LCC). Made up of a cross-section of those to whom the candidate ministers, the LCC will meet monthly for one year to provide constructive feedback concerning their experience of the candidate's ministry. All LCC reports must be e-mailed to the D.Min. office at DM410@gs.edu.

Journal

The candidate will keep a journal for four months. The Field Mentor will use the journal to become acquainted with the candidate's ministry, find patterns of ministry and function, and the meanings of those patterns. The candidate will also complete a journal evaluation form (see Forms folder: 05 Three Month Journal Evaluation) following the third month. The journal evaluation must be e-mailed to DM410@gs.edu

Ministry Action Contacts

The candidate will write up ministry experiences and provide them to the Field Mentor. These will be used for reflection in the mentoring meetings. These may be in the form of a verbatim, process notes, case studies, or critical incidents. The candidate will do two Ministry Action Contacts (MACs) per month for a year, for a total of 24 MACs, unless renegotiated with the Cohort Director. All MACs should be e-mailed to DM410@gs.edu

Advanced Planning

Each candidate will provide examples of his/her ministry activities for evaluation.

For example, a pastor provides monthly sermon schedule forms **(see Forms folder: 04 Sermon Schedule)** and must e-mail them to DM410@gs.edu. A worship leader would provide a monthly schedule of worship plans or formats, etc.

From time to time, someone selected by the Cohort Director may visit the candidate's worship service and reflect with the candidate about the experience.

Inventories

The candidate will be expected to take certain inventories and have them interpreted as to how the data relates to his or her ministry. These inventories provide the candidate with insights as to how personal issues - including strengths, preferences, and relational styles - impact one's ministry.

Special Situations

Some candidates minister in situations that make one or more of these ministry mentoring modules impractical. Where this is the case, the Cohort Director will negotiate alternatives related to their ministries.

Grades

The Cohort Director, through conversation with the Field Mentor and examining various ministry mentoring data, will determine a grade for Ministry Mentoring (DM410). The grade will be pass/fail.

MENTORING SESSIONS

The mentoring session is central to the mentoring process. The candidate and the Field Mentor are expected to meet for an equivalent of approximately one hour per week for at least eighteen months of the program. It is here, in interaction with D.Min. peers or with the Field Mentor, that some of the most significant outcomes of the program can occur. The candidate experiences support; finds affirmation; faces his/her deficiencies; discovers gifts, abilities, and/or "blind spots"; gains insight about how to be more effective in specific ministry situations; learns further how to "read" ministry situations; reflects theologically on his/her ministry experiences; as well as addresses whatever else the needs of the candidate might dictate.

The candidate bears primary responsibility for the agenda for each session. While the Field Mentor will have the freedom to raise issues that he/she perceives as significant, the mentor's primary role is to be a resource and a "mirror" for the candidate. Virtually anything of importance to the candidate is appropriate as an agenda item for the mentoring session. Since the focus of Gateway's program is to be as holistic as possible, agenda items should not be confined strictly to ministry issues. Personal issues, whether related to ministry or not, are not only expected, but encouraged.

Some possible agenda items are:

- Covenant: development, monitoring progress, renegotiation
- Ministry Experiences: positive, negative, unsettling, uncertain
- Ministry Action Contacts: 2 per month are due
- Journal
- Perception of self as a person: gifts, abilities, feelings about self
- Relationships: within one's ministry, community, denomination, etc., practices, patterns
- Time usage/stewardship
- Perception of self as a minister
- Pastoral care: philosophy, practices, patterns

- Leadership: style, practices, patterns
- Values: which direct ministry and daily life
- Worship services: philosophy, practices, patterns
- Preaching/teaching: style, effectiveness, "listener friendly"
- Spirituality: own relationship to God, how this is nurtured, struggles experienced
- Administration
- Feelings: awareness of, effect on actions, ability to identify and own, especially anger
- Evangelism/personal witnessing

These are but a few of the many, many possibilities. Note that the list contains both ministry and personhood issues. There can be a tendency to focus primarily on the ministry issues and how candidates can improve their skills in these areas. **Seek to consider how personhood may be related to ministry issues** and do not avoid raising and addressing personhood issues intentionally during the mentoring sessions.

The candidate is responsible for seeing that the mentor completes the Field Mentor's Log (see Forms folder:01 Field Mentor), and those must be e-mailed to the D.Min. office at DM410@gs.edu on a monthly basis.

PERIODIC REVIEW

Each candidate will participate in a Periodic Review approximately every six months during Mentored Ministry. The review will be initiated and led by the Cohort Director. It will relate not only to grades but also to the patterns of ministry and fulfillment of the candidate's Learning Covenant. The candidate's Field Mentor will also participate in the review.

Prior to each Periodic Review, the candidate will need to provide the D.Min. office: 1) the candidate's self- evaluation form **(see Forms folder: 06 Periodic Reviews)**, and 2) the Field Mentor's periodic evaluation form **(see Forms folder: 01 Field Mentor)**. The candidate and Field Mentor should send the evaluations in electronic format, e-mailed to the D.Min. office at DM410@gs.edu. The candidate also should be certain that the D.Min. office has, prior to the review, the Field Mentor's Logs, the LCC Evaluation Forms, and the MSG reports for that period.

OVERVIEW OF THE D.MIN. MENTORING REQUIREMENTS

The following list was sent to all D.Min. Field Mentors at the time of their enlistment. It is placed here for the candidate's information.

Listed below is an overview of the Ministry Mentoring responsibilities for a D.Min. Field Mentor.

- Read the above Overview and the other training materials to gain an understanding of what we are attempting to accomplish through the mentoring relationship (If you did not receive a copy of the training materials to assist you in your role with the candidates, please contact the D.Min. Office to receive a copy).
- Plan to meet the equivalent of one hour per week. These meetings should begin one month after the candidate begins the program. (This might mean two hours every other

week. For people with great distances involved, the meeting can be done online.

- Help the candidate to develop a Covenant of Learning by assisting in isolating specific areas of growth which the candidate should address while in the program. This should include cognitive, skill, and affective areas.
- Read the candidate's journal and Ministry Action Contacts and provide feedback regarding observations. These observations should include: affirmation of strengths, identification of patterns which appear to be helpful or detrimental, questions which the material raises, suggestions you feel would be constructive, etc. This feedback should be given in both written and oral form.
- Read and sign off on the LCC report forms and the MSG reports which the candidate will write.
- Complete the Field Mentor's Log **(see Forms folder: 01 Field Mentor)** after each mentoring session.

  At the next session, let the candidate read and sign; and then one of you send it to the Cohort Director and D.Min. Office.
- Participate in Periodic Reviews approximately each six months. This will involve preparing a Mentor's Periodic Evaluation of the Candidate **(see Forms folder: 01 Field Mentor)** prior to the scheduled review and emailing or mailing it to the candidate and the D.Min. office, receiving the candidate's Periodic Self Evaluation form **(see Forms folder: 06 Periodic Reviews)**, and participating in a phone evaluation with the Cohort Director and the candidate that will last approximately one hour.

If you have questions regarding any of the above, please contact either the D.Min. Office at 909-687-1609.

Our e-mail address for general correspondence is dmin@gs.edu , or contact your Cohort Director.

SECTION THREE: GUIDE FOR FIELD MENTORS

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WELCOME

Welcome to the Gateway Seminary staff of Field Mentors. You are one of many people involved in the education of ministers of Jesus Christ for service in the Kingdom of God. You should find this to be a rich and rewarding experience as well as a fulfillment of Christian ministry. Thank you for being willing to serve in this significant way in theological education.

OVERVIEW OF D.MIN. FIELD MENTORING RESPONSIBILITIES

Listed below is an overview of the field mentoring responsibilities for a D.Min. Field Mentor. Responsibilities related to the seminars and project are stated elsewhere in the *D.Min. Program Guidebook.* References to sections and pages are generally in the *D.Min. Program Guidebook.*

1. Read Sections 2 and 3 of the *D.Min. Program Guidebook* and *Supervision* by McCarty to gain an understanding of what we are attempting to accomplish through the mentoring relationship. (If you do not already have a copy of McCarty's book on supervision and one is not included with this package, please contact the D.Min. office to receive a copy.)

2. Plan to meet an equivalent of one hour per week. These meetings should begin one month after the candidate begins the program. (This might mean two hours every other week. For people with great distances involved, you may meet online.

3. Help the candidate to develop a covenant of learning (Section 6) by assisting in isolating specific areas of growth which the candidate should address while in the program. This should include cognitive, skill, and affective areas.

4. Read the candidate's journal (Section 7) and ministry action contacts (Section 8) and provide feedback regarding observations. These observations should include: affirmation of strengths, identification of patterns which appear to be helpful or detrimental, questions which the material raises, suggestions you feel would be constructive, etc. This feedback should be given in both written and oral form.

5. Read and sign off on the LCC report forms (Section 4) and the MSG reports (Section 5) which the candidate will write.

6. Complete the Field Mentor's Log after each mentoring session. At the next session, let the candidate read and sign; email the signed Log to the D.Min. office dm410@gs.edu .

7. Participate in periodic reviews approximately every 6 months for the first 18 months of the program. This will involve preparing a narrative evaluation of the candidate prior to the scheduled review and emailing it to the candidate and the D.Min. office. This also involves receiving the candidate's written self-evaluation and participating in a one-hour phone evaluation with the Cohort Director and candidate.

If you have questions regarding any of the above, please contact either the D.Min. Office at 909-687-1609

Our e-mail address for general correspondence is dmin@gs.edu

THE MENTOR AND THE DOCTOR OF MINISTRY PROGRAM

The Catalog and the Doctor of Ministry Guidebook are the two official documents of Gateway Seminary with regard to the Doctor of Ministry degree. These Mentor Guidelines should assist D.Min. mentors with functioning appropriately in the role of a D.Min. mentor and to feel comfortable in doing so. Your role as mentor is a very important and significant one not only for the D.Min. Program, but for the candidate under your guidance. This will be a once-in-a-lifetime experience for the candidate, and you are the key person in helping him/her make the most of it.

There are three basic parts to the Doctor of Ministry Program at Gateway: Seminars, Ministry Mentoring, and the Project. Seminars are 8-10 daylong units of studies. You will find a brief description of each seminar in the Catalog or Doctor of Ministry Guidebook.

MENTOR TRAINING

Gateway offers several Ministry Mentoring training opportunities each year. The D.Min. Cohort Director attempts to give an individual orientation to each mentor to acquaint him/her with the mentoring responsibility and task.

DEFINITION OF MINISTRY MENTORING

Ministry Mentoring is the development of a support system for the enrichment of personhood and to assist in the performance of task.

EDUCATIONAL APPROACHES

In the D.Min. program, there are three identifiable educational approaches. The first is the **cognitive**. This is where the student learns conceptual and theological material. The second approach is skills **training**. In training, the student learns specific skills related particularly to a vocation or a function. The third approach is **affective**. This is where the central focus is on the personhood of the student. The Ministry Mentoring process deals with all three of these. However, Ministry Mentoring within the Gateway D.Min. Program will often focus on the affective approach. The Master’s level work has mostly been cognitive, and the D.Min. seminars deal with conceptual material. Nearly every D.Min. candidate will have learned the minimal ministry skills necessary to function before entering the D.Min. Program.

The mentor’s main task is helping the candidate evaluate how his/her personhood helps or hinders ministry.

MENTORING ISSUES

While we anticipate that the D.Min. candidate will perform an adequate amount of work, the task of the mentor is not to be the depository of that work, but to examine, assist, and give feedback to the D.Min. candidate with regard to qualitative issues. Therefore, the mentor does not receive a checklist of work to be handed in by the candidate. Neither does the mentor receive a checklist whereby he/she can fill out the appropriate blanks and give satisfactory evaluation of the candidate.

The mentor will also want to consider the following nine areas in the mentoring process:

1. RELATIONSHIPS

How does the candidate relate to others? Is he/she open and genuine, or defensive and distant?

2. MOTIVATIONS

What motivates the candidate? Are there fears, anxieties, insecurities, or needs of which he/she is not aware?

3. LEADERSHIP STYLE

What is the candidate's primary leadership style--passive, assertive, or aggressive--and what is its source? How does the candidate view others as he/she relates to them as a leader?

4. ATTITUDE TOWARD SELF AND OTHERS

How does the candidate view him/herself as well as others, and how does this impact ministry?

5. SPIRITUALITY

What is the candidate's attitude toward, as well as relationship with, God? How obvious is the candidate's faith, its genuineness, and its impact on his/her life?

6. EMOTIONS/FEELINGS

How aware is the candidate of his/her emotions/feelings and their impact on ministry? How appropriately does the candidate express and/or deal with those feelings?

7. VALUES

What are the candidate's values and how do they influence ministry? Are there values that need to be re- examined?

8. PATTERNS

What are the candidate's patterns? How do those patterns help or hinder ministry?

9. BALANCE/WHOLENESS

Does the candidate's life and ministry evidence balance and wholeness? If not, why? What needs to be changed?

The mentor will want to observe each of these areas in the candidate's life and ministry. Actions in these areas can serve as indicators of personhood and mentoring issues. As the mentor observes specific issues, he/she will want to raise those issues with the candidate in an attempt to help the candidate understand what is involved in them. The mentor will also assist in developing a means of addressing the issues. The mentor will also want to report these issues in the Field Mentor's Log **(see Forms folder: 01 Field Mentor)** as well as in the written and oral Periodic Review.

COVENANT OF LEARNING

The Covenant of Learning functions as a learning and accountability guide for the D.Min. candidate. It can also be helpful in planning the mentoring program.

As the candidate's mentor, you will want to sign and, therefore, approve the covenant. In those areas where you will not be able to give guidance to the candidate as they are listed, you should help the candidate find a way to deal with those issues. The Cohort Director will give final approval to the candidate's covenant. The process of writing and getting approval for the covenant should be as follows:

- The candidate will discuss with you areas that need to be addressed in the covenant.
- You should feel free to suggest additional areas.
- Then the candidate should discuss the covenant with the Lay Consultation Committee.
- Following that, the candidate should bring a final proposed covenant to you for discussion and approval.
- The candidate will then submit it to the D.Min. office for the Cohort Director's final approval.

The covenant should be formally reviewed approximately every six months when the candidate, Field Mentor and Cohort Director have the formal Periodic Review. That will be a time for renegotiation of the covenant. Also, at that time, you may indicate areas of the covenant that the candidate has successfully completed. During each mentoring period between reviews, you may identify some ministry and/or personhood issues with which the candidate needs to deal. You will want to make these issues a part of the covenant renegotiation. As the candidate's mentor, you will need to give a written statement to the Cohort Director that the candidate has successfully and adequately fulfilled the terms of the covenant. The Cohort Director will ask you for such a final evaluation at a time that is appropriate in the candidate's D.Min. Program.

THE PROCESS OF MENTORING

Mentoring should go through three stages. The **first stage** is the get-acquainted stage. During this time, the mentor and the candidate will want to share their pilgrimages in life and the ministry. You will want to work out goals, set expectations, and structure what the candidate will submit at the time of the mentoring sessions. You may find it helpful to share the ministry context in which he/she serves and visit the field of ministry of the D.Min. candidate.

The **second stage** is the basic mentoring stage. During this time, the candidate will submit written accounts of his/her ministry experiences for the mentor to give feedback on. You will want to set the time when the Ministry Journals are due to you and be prepared to make an appropriate response to these journals. You will want to write your responses on them and return them to the candidate. During this basic mentoring period, you will meet regularly and the candidate will submit written reports of his/her ministry experiences to you to be examined in those sessions. You may also choose to do some modeling of ministry by taking the candidate with you as you go about some of your ministry functions, if you determine that would be helpful. It is during this time that you will also make routine evaluations after each mentoring conference and submit those on the Field Mentor's Log **(see Forms folder: 01 Field Mentor)**. The Cohort Director will schedule routine periodic evaluations.

The **final stage** is the termination stage. As the mentoring process comes to an end, you will want to define how the final sessions will be used. It will be good to do some future planning with the candidate about his/her ministry, career, and continuing education. He/she will want some feedback on the project. There needs to be some kind of termination rite which signals the end of the mentor-mentee relationship and a re-definition of what your relationship will be in the future.

MENTORING SESSIONS WITH THE CANDIDATE

The mentoring session with the D.Min. candidate is the heart of the Ministry Mentoring process and, therefore, central to the D.Min. degree work. It is important to develop a clear structure that gives a routine time, place, and reporting practice for the mentoring session.

It is very important that the focus of the session be on the D.Min. candidate and his/her functioning rather than the mentor and candidate discussing a third party involved in the candidate's ministry. This is very difficult but exceedingly important. It is a temptation to talk about the problems of a person reported on in the candidate's report rather that dealing with the ministry and functioning of the D.Min. candidate.

The purpose of the mentoring session is not for the mentor to give answers to the candidate's questions or to solve problems raised in the ministry reports by the candidate. It is more important for the mentor to guide the candidate in verbalizing what happened, his/her role in that happening, what it is possible for him/her to do in the way of ministry with the situation in the future, and the theological implications of the situation.

The mentor will find that most candidates will need an average of **one hour per week** for **eighteen months to two years** to work through all of the issues that will appear in a one-to-one mentoring relationship in the D.Min. Program. Obviously, there are situations where a weekly conference is not the best way to organize the relationship so that a **longer period of time will be necessary when mentoring sessions are held less frequently**. The following is the suggested format that will be productive in most mentoring sessions.

- A brief socializing period
- Candidate reports on what has happened since the last session
- Candidate reports on plans he/she has for the next session
- Reflection on the candidate's write-up
- Setting future mentoring agenda
- Evaluation of how this mentoring session has gone

The candidate's reporting should be disciplined reporting. The mentor should not accept an oral report except in the most unusual situations. The candidate should email a **written report** of their ministry experience prior to the mentoring session so that the mentor can become familiar with it. The experience that the candidate writes up should be a slice of life and experience. It should be specific, relate to a particular incident, and include the candidate's feelings about that incident. It should not be a slice of several experiences homogenized. The ministry write-up should be a biopsy of a specific experience in ministry.

A Ministry Action Contact, such as a verbatim or critical incident, will usually be the write-up for the reflection part of the mentoring conference. There are times, however, when the Ministry Journal will be a helpful write-up for examining the experience of the D.Min. candidate. Instructions for writing Ministry Action Contacts and Ministry Journals as well as examples for such write-ups are included in the D.Min. Guidebook. The candidate should present to the mentor Ministry Action Contacts that cover a wide range of ministry. Some should deal with administration, evangelism, teaching situations, etc. rather than all of them being counseling situations.

MENTOR'S REPORT

It is important that the Cohort Director receive adequate mentoring reports on the D.Min. candidate. There are several types of mentoring reports and each has an important function. These reports are listed below.

Regular Report (Field Mentor's Log). The Guidebook contains forms for after each mentoring session. A narrative report covering pertinent areas the report does not cover is also acceptable. These forms are emailed to DM410@gs.edu.

Periodic Evaluation (Periodic Evaluation Form). The Cohort Director will request a report prior to each Periodic Review. The form of the report is found in the guidebook. Additional materials may also be requested. These will be used in the Cohort Director's Periodic Review with the candidate.

FIELD MENTOR COVENANT

Listed below are the expectations of a D.Min. Field Mentor and those of Gateway Seminary's D.Min. Department and Director.

Field Mentor

Seminars

- The Field Mentor has no official responsibility with the candidate in regard to the Core Seminars. The same is true for the Specialist Seminars, unless otherwise negotiated.
- It is recommended that the Field Mentor discuss each seminar with the candidate following the seminar to determine what learning has occurred and the implications for the candidate and his/her ministry.

Field Mentoring

- Participate in D.Min. Mentoring training as offered by Gateway Seminary.
- Mentor the candidate in keeping with the guidelines set forth in the "Guide for Field Mentors."
- Submit reports to the D.Min. office for review by the Cohort Director of regular mentoring meetings as well as composing narrative evaluations prior to each Periodic Review.

Ministry Project

- Provide feedback to the candidate as he or she develops a proposal, prospectus, and Ministry Project Report as set forth in the D.Min. Guidebook.
- Sign the acknowledgement page on the Prospectus, indicating that you have been given the opportunity to provide feedback to the candidate. The Field Mentor signature page of the Ministry Project Report is an opportunity for the Field Mentor to review and give input to the project.

D.Min. Department

- Provide mentoring training for D.Min. Field Mentor.
- Provide an honorarium each year for the first two years of mentoring. This will be paid during the 12th and 24th month of mentoring. Should close mentoring need to extend beyond the first two years, the mentoring fee will be renegotiated.
- Initiate Periodic Reviews and provide sufficient notice that narrative evaluations can

be prepared and e-mailed to the D.Min. office prior to the review.

- Give support and guidance to the Field Mentor as appropriate and/or as requested.

SECTION FOUR: LAY CONSULTATION COMMITTEE

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PURPOSE OF THE LCC

The Lay Consultation Committee (LCC) is a committee set up in the ministry setting by the candidate to work with him/her during their tenure in mentored ministry. Laypersons in a ministry setting represent the most significant people from whom the candidate can get feedback. The LCC is an attempt to provide the candidate structure for that feedback.

The LCC also is an attempt to provide the structure to help laypersons become partners with the candidate in every level of his/her ministry, calling, and career. The LCC provides the candidate's mentor a mechanism of accountability. The LCC also will provide other assistance in the candidate's mentored ministry program. As an example, the LCC will assist the candidate in his/her Learning Covenant. Reading Doris Borchert's chapter on lay committees in *Experiencing Ministry Supervision* will provide a good background and overview on the value of the Lay Consultation Committee.[4]

GUIDELINES FOR CHOOSING THOSE TO SERVE ON THE LCC

The candidate will select laypersons to serve on his/her LCC and must e-mail the list to the D.Min. office at DM410@gs.edu on the LCC Data Sheet form **(see Forms folder: 02 Lay Consultation Committee-LCC)** provided. The LCC will be made up of at least (5) five people. The general makeup of the LCC should follow the suggested guidelines below.[5]

- At least two women
- At least two men
- At least one deacon[6]
- If available, one member of the congregation who is a supervisor in his/her vocation
- At least one person who is the Director of an organization of the congregation (e.g., Sunday School).
- The student's LCC should be representative of the various adult age groups within their ministry setting.

Candidates are encouraged to seek people who will give open and honest feedback. For the maximum learning to occur, the candidate needs people serving on the LCC who will not only give affirmation where deserved, but who will share perceptions with the candidate which may not always be pleasant to hear. Individuals who can give objective, fair, and constructive

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[4] Doris Borchert, "Lay Committees" in *Experiencing Ministry Supervision*, ed. William T. Pyle and Mary Alice

Seals (Nashville: Broadman and Holman Publishers, 1995) 67-83.

[5] Members of a candidate's family shall not be included in his/her LCC.

[6] In a denomination other than Baptist, the church person most comparable to a Baptist deacon should be included.

feedback are essential to this committee. People who have some personal agenda regarding the ministry or the candidate should probably not be asked to serve. (See Doris Borchert's suggestions regarding the qualities of good committee members.[7])

In situations where the candidate is not in a congregational setting, he/she may want to consult with the Cohort Director or his/her Field Mentor before enlisting the LCC. (See section on LCC for Nonpastoral Settings.)

RESPONSIBILITIES OF THE LCC

The overall responsibility of the LCC is to serve as one of the "mirrors" for the candidate in his/her mentored ministry. Its role is to give reflection, not direction. Specific responsibilities include the following:

- Watch the LCC training video, complete the "Listening Sheet," and discuss their understanding of their role in relation to working with the candidate.
- Meet with the candidate for a period of at least one hour each month for one year.
- Complete a specific "LCC Evaluation Form" at the conclusion of each meeting.

The evaluation form is to reflect the consensus of the group. Ordinarily, this will be accomplished by excusing the candidate for the last 10 minutes of the meeting, discussing the feedback requested on the form, and then one person completing the form for the group. Someone should be designated to give the evaluation form to the candidate along with a verbal explanation of any of the evaluation that is unclear. The candidate will then give the form to his/her Field Mentor to read and sign. Afterward the candidate will forward it on to the D.Min. office.

THE AGENDA FOR THE LCC

As the candidate prepares the agenda for the LCC meetings, he should keep in mind the following factors:

- The LCC is an ***ad hoc*** group functioning at the request of the candidate, and as such has no official standing or decision-making powers.
- The LCC is to give reflection, not direction; they are to serve as a supervisory "mirror" to the candidate.
- Both the candidate and the LCC will need to be sensitive and careful about confidences. The candidate should not present any material to the LCC that would violate a confidence. Also, the LCC members should be led to understand the importance of not discussing the consultation session and agenda outside of the LCC meeting.

The candidate will be responsible for setting the agenda for each LCC meeting. When determining the agenda, the candidate should consider the particular emphases of the evaluation forms as well as the overall purpose of the D.Min. Program. Potential agenda items are:

- Orientation of the committee and watching the training video.

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[7] Borchert, 71-73.

- The candidate's Covenant of Learning. The candidate should negotiate his/her Covenant of Learning with the LCC as well as the mentor. The candidate's "growing edges" as stated in the covenant will always be appropriate agenda items.
- The areas of evaluation upon which LCC Evaluation Forms focus (pastoral care; communication as that relates to teaching, public presentations, and sharing one's faith; leadership; ability to relate; proclamation as that relates to preaching and worship leadership, etc.). There are eight specifically focused LCC forms (see topics above), a general form, and a first, six-months, and final form. One form is to be used for each meeting.
- Issues that grow out of the initial LCC Evaluation Form.
- The nine mentoring issues stated in the instructions to the Field Mentor.
- Specific situations or events that have occurred in the ministry setting.
- Reflection regarding the candidate's Ministry Project.
- Anything else which will enable the candidate to receive constructive feedback about him/herself as a minister and how he/she is perceived as functioning in ministry.

The candidate would be well advised to plan the agenda in such a way that committee members can be notified ahead of time what subject/issue the next session will address. In this way committee members can be more observant of the candidate and offer more constructive feedback. If members would not ordinarily observe the candidate regarding the specific area to be considered, the candidate may want to determine if there are ways in which observations can be intentionally planned.

WHEN TO ORGANIZE THE LCC

The LCC should be organized and functioning by the date given on the Cohort Schedule**.** The first LCC Evaluation Form **(see Forms folder: 02 Lay Consultation Committee-LCC)** should be sent by that time. If possible, it may be advisable for the Field Mentor to meet with the committee in its initial session to help them understand the importance of their role in the candidate's learning experience.

LCC FOR NON-PASTORAL SETTINGS

Candidates ministering in non-pastoral settings are as much in need of feedback from their ministry constituents as are church staff people. Therefore, a candidate will be expected to use the principles involved in forming a Lay Consultation Committee and apply those principles in creating a similar committee appropriate with his/her setting.

If the formation of such a committee seems impossible or highly impractical, the candidate will petition the Cohort Director with a proposal in writing for an expanded and more intensive Ministry Support Group experience.

Such a group would be expected to meet for at least eighteen months and provide some specific means for giving the kind of feedback one would expect to receive from an LCC.

EXPECTATIONS

•Committee members will have been enlisted and had first session prior to date on

Cohort Schedule.

•LCC will meet monthly.

•Candidate will see that reports of each meeting are completed by the committee and forwarded to the Field Mentor and then to DM410@gs.edu

SECTION FIVE: MINISTRY SUPPORT GROUPS

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When a candidate cannot be a part of an assigned peer group with other candidates, he/she will develop a Ministry Support Group in his/her locality. The initiative for creating such a group is with the candidate.

GUIDELINES FOR A MINISTRY SUPPORT GROUP

Vocational ministry is frequently a lonely venture. Most people serving in ministry positions would benefit greatly from having a support group. Charles Chandler in his book, *Minister's Support Group: Alternative to Burnout*[8], suggests several things that a minister's support group can do. It can: help develop deep fellowship, ***koinonia***; help produce a sense of "belonging;" help participants gain a different perspective; enhance leadership confidence; help people get in touch with their feelings; provide affirmation and confrontation in a healthy way; reduce competition between ministers; and encourage longer tenures.

While the development of a Ministry Support Group (MSG) is a requirement for the D.Min. candidate, the enlistment of group participants should be undertaken with a view of the importance of every minister having a group in which he/she can be open and honest and find support, knowing that what is shared in the group will be held in strictest confidence.

The purposes for the D.Min. candidate's Ministry Support Group are:

- To provide spiritual and emotional support for each group participant;
- To provide honest and open feedback and reflection about ministry experiences;
- To provide a "safe place" for group members to share their personal and ministry struggles;
- To learn about one's strengths, gifts, weaknesses, and "blind spots" in ministry;
- To discern the theological implications of ministry events and experiences;
- To provide the candidate with a peer group from which he/she can learn through intentional reflection upon ministry events as well as the insight and wisdom of other ministers; and
- To provide feedback and evaluation to the Cohort Director about the candidate.

The following guidelines may help the candidate to develop his/her Ministry Support Group.

- NUMBER

The Ministry Support Group should be made up of four to six professional ministers.[9] The

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[8] Charles Chandler, *Minister's Support Group: Alternative to Burnout* (Nashville: Broadman Press, 1987), 30-45.

[9] Professional indicates either an active ordained or an experienced religious worker who has been educated for ministry and serves in a specific religious vocation.

candidate's mentor may be a part of the MSG. If the mentor is a part of the group, there should be at least five additional people. The candidate counts as one of the people of the MSG

- EDUCATION

Since one significant area of growth for the candidate is to be theological reflection, the MSG should be made up of ministers with basic theological training. The candidate need not seek MSG members whose theological viewpoint is consistent with his/hers inasmuch as the theological task of the MSG is to help the candidate act consistently with his/her own theology.

- DENOMINATIONAL CONNECTIONS

The MSG may be made up of ministers from denominations other than his/her own. Including some fellow ministers from other denominations can be an enriching experience for all group participants.

- LEADER

A competent minister of stature and supervisory skills should lead the MSG. It would be beneficial if this person has had a unit of C.P.E. or similar clinical experience. Leadership may be rotated among the group members. Ultimately, the Cohort Director will hold the candidate responsible for the functioning of this group in a significant way and as outlined in the section below entitled, "Agenda."

- MEETINGS

The group should meet once every two to three weeks for 1½ to 2 hours. Where meetings are monthly, a longer meeting time should be considered.

Meetings should be held in a place that will provide privacy and be free of interruptions. A covenant of confidentiality and of regular attendance should be negotiated at the initial meeting.

- AGENDA

The agenda for the MSG should meet the needs of the group participants. Charles Chandler suggests the following two-hour format:

  - Convening session and planning *10 minutes*

    Convener asks how many members will need "time."

  - Reports *20-30 minutes*

    Every member "reports." The "report" focuses upon feelings or problems of the participant. It is not a time for "bragging" about success or "talking shop" in general.

  - Time *60-80 minutes*

    Participants who have asked for "time" are given an opportunity to share their concerns and receive reflection and feedback from the group. (Ideally this would involve written MAC's or case studies from the candidate, or other group members, as well verbal sharing.)

- Whip-around 10-20 minutes

  Convener goes around the circle again, letting each person make a final statement about the session.[10]

A variation on the above could involve determining ahead of time who will bring a ministry experience for reflection. This would be in addition to allowing time for group members to share pressing needs that have arisen since the last session, as well as reporting on previous incidents that have been shared with the group. Other possible agenda items could include reviewing a videotape of the candidate's, as well as other group members', worship service or public presentation; discussion of a topic of mutual interest; or reviewing the pertinent ideas of a recent book or article.

For the MSG to accomplish its intended purpose, the primary focus of the sessions must remain upon the individual group members. Providing open and honest feedback, discerning the issues involved in specific situations, understanding the theological implications in those situations, and helping individual members to see how their actions, attitudes, behaviors, fears, insecurities, perceptions, etc. contributed to the situation should be a primary outcome of the group sessions. Affirmation, confrontation, and prayer will all be a part of providing support to group members.

- REPORTS TO THE D.Min. office

The candidate will report to the D.Min. office in several ways.

- Initial report

The candidate must e-mail to the D.Min. office at DM410@gs.edu names, addresses, phone numbers, and credentials of all in the MSG as well as an outline of any organizational structure (leader, times of meeting, etc.).

- Monthly reviews

The candidate must e-mail to DM410@gs.edu a Ministry Support Group Report **<u>(see Forms folder: 03 Ministry Support Group-MSG)</u>** on the 15th of each calendar month. This review will include a report of each MSG meeting held during the report period, noting when it was held, who attended, and the agenda. Also, the candidate will report on feelings he/she experienced during the meeting as well as impressions of the meeting after reflection.

The Cohort Director may seek additional reports from the members of the MSG to give feedback about the candidate.

The candidate will duplicate a copy of the Ministry Support Group Evaluation form **<u>(see Forms folder: 03 Ministry Support Group-MSG)</u>** and distribute to each member of the MSG at the end of six months and one year. Once completed, the form should be returned to the candidate. After reviewing the forms, they should be shared with the Field Mentor and then must e-mail them to DM410@gs.edu

- TENURE

The candidate should have the MSG ready to function within two months of the beginning

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[10] Chandler, 49-52.

of his/her D.Min. candidacy. The MSG should function for twelve months.

CONCLUSION

The ability of the candidate to organize and sustain the MSG successfully will help to demonstrate the candidate's competence to initiate, organize, administrate, and motivate. The book by Charles Chandler will be a helpful resource. Another resource published by the Alban Institute in Washington D.C. is *How to Build a Support System for Your Ministry* by Roy Oswald.

EXPECTATIONS

- MSG members will have been enlisted and had initial meeting by date on Cohort Schedule.
- Candidate will prepare a MSG Report **(see Forms folder: 03 Ministry Support Group-MSG)** of each meeting and must be e-mailed to DM410@gs.edu
- MSG will meet for twelve months.

SECTION SIX: COVENANT OF LEARNING

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PURPOSE OF THE COVENANT

As indicated in *Experiencing Ministry Supervision*,[11] the covenant allows the candidate an opportunity to take charge of his/her learning. Since intentionality and taking responsibility for one's self are important aspects of the D.Min. Program, the covenant offers an opportunity for self-direction.

The primary purposes of the covenant are as follows:

- Personalize the candidate's individual learning goals;
- Develop a specific plan and means of achieving those learning goals;
- Provide guidance and direction for the mentoring sessions with the Field Mentor;
- Provide a means of determining the candidate's growth and progress in the program;
- Contribute to the development of the qualities of intentionality and self-direction in each candidate's life and ministry.

Ministry Mentoring, unlike classroom work, is not measured by the number of hours spent in a particular context. The objective is growth and development. The covenant will be used at each Periodic Review and at the conclusion of the program as a way of evaluating the candidate's progress and growth.

ELEMENTS OF THE COVENANT

While covenants may normally cover such things as conditions of employment, the candidate's D.Min. Covenant is essentially a ***learning covenant***. The covenant should describe the areas of learning the candidate will attempt. The level of learning should reflect the candidate's dual status as a "professional minister" and a doctoral candidate.

The covenant will be expected to address three areas of learning: cognitive, skill, and affective.[12] The ***cognitive*** should reflect doctoral level understanding of the basis for ministry. It should reflect the integration of theological bases for ministry as well as an understanding of conceptual and theoretical concepts that can be applied to ministry. ***Skill*** relates to the particular skills the candidate needs to develop or enhance to effectiveness in his/her area of ministry. ***Affective*** relates to the personhood issues that affect, directly or indirectly, the candidate's effectiveness in ministry. This area is frequently the most difficult for candidates to grasp. Personhood has to do with learning about one's self. It involves insight into why and how one functions and relates as he/she does. Affective issues have to do with one's self-perception,

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[11] Gary Pearson, "Designing a Learning Covenant," in *Experiencing Ministry Supervision*, ed. William T. Pyle and Mary Alice Seals (Nashville: Broadman and Holman Publishers, 1995), 49-65.

[12] Ibid., 61.

relationship with God, character, ministry and personal identity, fears, insecurities, compulsions and drives, awareness and ownership of gifts and abilities as well as weaknesses and "blind spots." All of these factors affect the decisions and responses one makes in ministry situations. Therefore, these affective issues should be included and addressed as appropriate in the Covenant of Learning.

An illustration of how these three areas of learning might be involved in a single ministry issue is that of time management. This is frequently a "growing edge" for most D.Min. candidates. The ***cognitive*** would relate to understanding the various approaches to time management: Stephen Covey's four quadrants approach along with the various time management seminar approaches that focus on techniques. Addressing this issue cognitively also might include participation in seminars as well as reading books written about the subject. The cognitive also would include understanding the biblical concept of stewardship and the implications of that on how one chooses to use one's time as a minister. The ***skill*** would focus on the candidate's developing the specific skills needed to be more effective in the use of his/her time, to be a better steward. The ***affective*** would focus on what personhood issues are involved in this issue. Some potential personhood issues might be: need to please or difficulty saying "no" because of low self-esteem, self-discipline, inability to leave the office door closed or use voice mail for fear of what others might think, personality type that has a strong need to be with people and resists time alone, etc.

The covenant should reflect the primary "growing edges" (areas where growth is needed) of the candidate. In that regard, there will be an element of risk and vulnerability reflected in the covenant. While there will be a tendency with many to focus primarily on enhancing ministry effectiveness, the covenant also should reflect a ***personal growth element*** for the candidate. What does he/she want to gain from this D.Min. experience personally?

Beyond these learning areas, the candidate needs to be able to demonstrate to his/her mentor that they have the competencies needed to minister in their chosen type of ministry. The candidate may be competent in some of these areas and, therefore, not need to set goals regarding those competencies. ***A listing of these competencies within the covenant should precede the covenant goal statements.*** However, during the candidate's Ministry Mentoring process, he/she will need to demonstrate those competencies.

DEVELOPING A COVENANT

As Gary Pearson suggests in "Designing a Learning Covenant,"[13] an initial self-assessment is the first step in developing the Learning Covenant. What are your most pressing needs as a minister? Where do you struggle personally--as a person and as a minister? What are your needs in the cognitive, skill, and affective areas? In what specific areas do you want to gain further expertise? What needs does your Field Mentor perceive?

From the Field Mentor's and the candidate's list of perceived needs and/or desires, the candidate, in conversation with the Field Mentor, will develop the Learning Covenant. This will be a negotiation process that will require significant discussion. Once the candidate and Field Mentor have agreed upon the covenant, it should be submitted to the D.Min. Office. The candidate's and Field Mentor's signatures should appear on the document.

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[13] Ibid., 54-58.

The Covenant of Learning is a dynamic document that may undergo several changes throughout the program. The initial covenant should focus on special areas and goals the candidate needs to address while in the program. The goals should cover the entire time one plans to be in the program. However, as learning occurs and as the candidate becomes aware of additional areas needing attention, the covenant may be renegotiated. ***The initial covenant should be in the D.Min. office within twelve weeks after D.Min. Orientation*** **(See** Cohort Schedule**).**

The covenant will be a part of the agenda for each Periodic Review. It may be ***renegotiated*** at that time at the initiation of the candidate, the Field Mentor, or the Cohort Director. The candidate should submit any specific proposed changes to the Field Mentor and the Cohort Director ***prior to the Periodic Review***. At the Periodic Review, the candidate should be prepared to demonstrate his/her progress in fulfilling the covenant and what he/she plans to fulfill during the next mentoring period. Failing to demonstrate appropriate progress is reason for the candidate to be placed on probation. Continued failure to progress is reason for termination of a candidate.

FORMAT OF THE COVENANT

While each candidate will find an appropriate way to write his/her covenant, there are some common ingredients.

- Statement of growth areas

The candidate will indicate the primary growth areas to be addressed in the covenant.

- Statement of present competencies

The initial section of the covenant should set forth the competencies the candidate perceives him/herself to have obtained at this point in their ministry.

- Statement of covenant learning goals

Since the covenant sets forth the specific learning goals of the candidate, those goals should have the following components:

NEED

State the specific need or needs that you wish to address. This might include a brief narrative indicating why this need is important.

GOAL

State in as specific terms as possible what learning outcome you are seeking and by when. Make the goals specific, attainable, and measurable. Keep in mind that goals can focus on any or all of the following learning areas: cognitive, skill, and affective.

ACTIONS

List the specific tasks or activities you will undertake to achieve your goal. Indicate the time frame for each action.

Please note! If your goal is ***cognitive***, what things will you do that will contribute to cognitive learning? This might include attending a seminar, reading a book, interviewing or observing an expert, etc. If the goal is ***skill*** related, what things will you do that will enable you to enhance your skill?

Using a MAC that helps you to evaluate and reflect on how a skill is progressing, practicing the skill, taking formal training, etc. are all some things which might be done to enhance a skill. If the goal is ***affective***, what different kinds of things will you do to enable you to address your affective concern? Generally, affective issues are addressed through a reflective process such as: journaling, making a list, discussing with someone who can be insightful or helpful, reflection in or on a MAC or case study, etc. ***If an affective issue is a part of the goal statement, there must be actions that will lead to the addressing of the affective concern.***

Since this is a doctoral Learning Covenant, actions should reflect that level of intensity and intentionality.

EVALUATION

State specifically how you will know that you have satisfactorily met your goal. If the goal is well written, frequently only one or two statements will be needed to demonstrate that the learning outcome has been achieved.

Please note! Simply indicating that you have done the planned actions does not necessarily mean that the goal has been achieved. ***Evaluation focuses on the goal!*** What behaviors, actions, circumstances, etc. will have changed as a result of the actions, and how will you be able to demonstrate that they have changed? “I will know that I have achieved this goal when . . .”

The Learning Covenant is central to the candidate’s learning and to the supervisory process. While being realistic in setting forth expectations, the candidate will be expected to focus upon significant personal and ministry “growing edges” in the development of his/her personal covenant.

SAMPLE COVENANT MATERIAL

What follows on the next few pages is intended to provide samples of the kinds of information and goals that would be expected to appear in a D.Min. candidate’s Learning Covenant. There is a sample ***cover page*** for the covenant with places for the candidate and Field Mentor to include their signatures. There is a sample statement of a candidate’s ***perceived competencies*** along with a statement of the areas the candidate intends to address in the covenant. There are several ***covenant goals***. These are revisions of actual covenant goals submitted by previous D.Min. candidates. You will note the format varies among the goals. However, each goal incorporates the elements discussed in this section.

SAMPLE COVENANT COVER PAGE

Candidate's Signature Date ______________________________

Field Mentor's Signature Date ______________________________

GATEWAY SEMINARY

A COVENANT OF LEARNING

by John Goingtodoit

Month, Day, Year

SAMPLE STATEMENT OF COMPETENCIES AND GROWTH AREAS

PART I: Growth Areas

The primary growth areas of the candidate during the Doctor of Ministry Program are as follows: (1) Growth as an educational leader, (2) Relationship with God, (3) Interpersonal relationships, (4) Self-esteem/Competence, and (5) Improved writing skills.

PART II: Evidence of Competencies

The following is offered as evidence of the candidate's competencies in ministry.

1. Education:

Bachelor of Business Administration, Hardin-Simmons University (2001)

Master of Arts in Christian Education, Southwestern Baptist Theological Seminary (2005)

Master of Divinity, Gateway Seminary (2009)

2. Other Training:

a. Christian Discipleship Seminar (1999)

b. Dale Carnegie Management Seminar (2000)

c. Evangelism Explosion Certified Teacher/Trainer (2005)

d. Taylor-Johnson Temperament Analysis Certification (2007)

g. Ministry Coach Certification - CoachNet Global (2010)

h. *Developing and Managing People* - North American Mission Board (2011)

3. Paid Experience:

a. Summer missionary, North American Mission Board, (1999)

b. Minister of Youth (Part-time), First Baptist Church, City, State (2003-2005)

c. Minister of Education/Administration, Baptist Church, City, State (2005-2009)

c. Senior Pastor, Baptist Church, City, State (2009-present)

4. Denominational Service

a. Association Missions Team (2005 - 2007)

b. Associational Moderator (2007 - 2009)

c. Baptist State Executive Board Member (2010 - 2013)

SAMPLE D.MIN. COVENANT GOALS

These goals have been a part of individual D.Min. candidates' Learning Covenants. They have been edited and revised for illustrative purposes.

GOAL #1

(This candidate was a pastor)

The Need: I have discovered a negative self-image that affects my functioning as a leader and a minister. I often lack confidence in myself. Usually this negative attitude toward myself has the result that I avoid all confrontation, even healthy confrontation. In addition, because of my lack of confidence, I often question the major ministry decisions that I make. It also makes me avoid making friends with people whom I admire. Therefore, I need to develop positive attitudes toward myself that will increase my confidence.

Goals:

Personhood

1. To face my fear of conflict/confrontation.

2. To work through feelings of low self-worth which cause me to question my decisions and feel inferior to people I admire.

Performance

1. To develop a healthy confrontational style.

2. To move beyond doubting and "second guessing" the major ministry decisions that I make.

3. To challenge my feelings of low self-worth by seeking friendships with people to whom I feel inferior.

3. To lose 20 lbs. by summer and keep it off.

<u>Actions</u>:

1. I will prepare MACs that reflect my attempts at confrontation and discuss them with my MSG and Field Mentor.

2. I will read *Caring Enough to Confront* and *Anger and Assertiveness in Pastoral Care* by David Augsburger as a means of helping me develop a healthy confrontational style.

3. I will enlist as MSG and Field Mentor people whose friendship, acceptance, and respect will challenge my feelings of low self-worth.

4. I will begin to make a list of the possible sources of my fear of conflict/confrontation as well as my feelings of low self-worth using my journal entries and discussions with the MSG and my Field Mentor. I will discuss this list with my Field Mentor six months and twelve months into the program.

5. I will read *Decision Making By the Book* by Haddon Robinson and use the concepts learned to make more confident decisions.

6. I will use D.Min. 417 as a means of helping me gain understanding into these issues and myself.

Evaluation:

I will know I have achieved my goals when I:

1. Can verbalize my confrontational style with my Field Mentor and can share a MAC in which I utilized that style.

2. Can approach my Field Mentor or members of the MSG to ask for assistance and not feel intimidated by that.

3. Can state some of the sources of my low self-esteem and indicate the steps I am currently taking to overcome those feelings.

4. Can feel confident in the decisions that I make.

GOAL #2

(This candidate was a minister of missions in a local church.)

<u>The Need</u>: My time management skills need to be improved. I do not seem to get everything accomplished that I need to accomplish. I often waste time because I am not well organized and at the end of the day I often have more things left to do than I should have. I also do not spend the amount of time that I would like to spend with my family on a regular basis and have little or no time for personal growth and development.

<u>Goal No. 1</u> To learn more about and develop time management skills.

<u>Actions</u>:

1. Read *First Things First* by Stephen Covey by _____________.

2. Take the Fred Pryor Seminar, "How to Manage Multiple Projects, Meet Deadlines, & Achieve Objectives," by _____________.

3. Discuss time management skills with my Field Mentor and the Ministry Support Group by _____________.

Evaluation:

1. Be able to identify and implement three new time management skills by _____________.

Goal No. 2 Learn to establish clear priorities in my ministry.

Actions:

1. Use the above book to learn at least three new means of developing priorities in my daily work that will be implemented by _____________.

2. Assist the Missions Development Council in setting priorities by June 1, 2015, by means of a council planning retreat to be held in spring, _____________.

3. By _____________, discuss priorities with the pastor that the Missions Development Council has set to obtain his support and endorsement.

Evaluation:

1. By _____________, be able to report to my Field Mentor the three new means of developing priorities and the effect those are having on my ability to establish priorities in ministry.

2. Have a list of priorities for missions by _____________.

Goal No. 3 Develop by _____________, a system of establishing priorities in my personal life so that I can become a more balanced person.

Actions:

1. Develop by _____________a list of the personal priorities that I want to be a part of my life.

2. Discuss the issue of expectations, from others as well as self, with the LCC, the Ministry Support Group, and the Field Mentor by _____________

3. Use my journal to begin determining the personhood issues which may be involved in why being balanced in this area is difficult for me.

4. Take some specific actions to protect my day off and to allow for time with my wife as well as my family.

By _____________, determine areas of neglect and initiate a plan to correct these areas.

Evaluation:

1. By _____________, have a written statement of priorities for my personal life in place and a written plan by which I will be implementing those priorities.
2. Have discovered the personhood issues involved in this matter and have implemented a plan for addressing these issues.

3. Have specific times scheduled on my weekly calendar for my wife, my children, and myself, which I am maintaining 80 percent of the time.

GOAL #3

(This candidate was a pastor.)

Dealing with my Fear of Conflict

My Need

After three years of vocational ministry, I have discovered that I have a fear of conflict. Much like the default in a computer program, I have discovered that during conflict I tend to default into a childhood pattern by which I regress and fall into myself. In addition, I have feelings of helplessness, impotence, and melancholy during times of conflict.

Personhood

1. I will seek to understand and effectively deal with my fear of conflict in light of past relationships through counseling and therapy.

2. I will seek to understand the relationship between my need for affirmation and its impact on my ability to perform leadership tasks.

3. I will be more logical and less emotional in my thinking.

4. I will not allow my sensitivity to the feelings and needs of others to blind me to the need for the constructive and compassionate use of confrontation as a tool in leadership.

Performance

I believe pastoral ministry is best built upon the following tasks: proclamation, pastoral care, and leadership. I believe that confrontation is a necessary component for effective leadership. I need to develop my ability in this area and at the same time deal with personal fear of conflict as a personhood issue.

Activities

1. I will use constructive and compassionate confrontation when necessary in my ministry and leadership tasks.

2. I will seek to use a variety of styles as advocated by David Augsburger appropriate to each situation when confrontation is necessary.

3. I will record instances of conflict and evaluate my response and performance in my Ministry Journal.

4. I will share instances of conflict with my peer group and mentor for their feedback and evaluation through the use of ministry action contacts.

5. I will, at a future date to be determined by my peers and mentor and as may be needed, discuss my relationships with father figures and my personal need for affirmation as it relates to and impacts my ability to confront with my peers and mentor.

6. I will record and carefully evaluate the comments and recommendations of my peers and mentor through the use of theological reflection as a tool for personal growth. I will make this record available to my mentor.

7. I will secure the help, feedback, and evaluation of my spouse concerning my actions during times of conflict.

8. I will develop a private code word with my spouse so that she can let me know when I am regressing into my childhood pattern.

Evaluation

1. I will know that I have addressed this issue in my life when I am able to identify those people and events that cause me to default and regress into childhood patterns either before or during times of conflict.

2. I will know that I have addressed this issue in my life when I am able to consciously choose other methods of dealing with conflict other than regressing into myself.

3. I will know that I have reached my goal when I am able to deal with conflict without regressing into my childhood pattern at least 50% of the time.

GOAL #4

(This candidate was a pastor. The other two sections of his covenant focused on skills and affective needs.)

I. COGNITIVE

A. The Need: "Where there is no vision, the people perish." My church has been plateaued for about 20 years.

There are signs of life everywhere but there has been no encompassing vision to give direction. The ministry has been devoted to maintenance instead of growth. The people want to grow, but we need to have something at which we can aim. The church needs a vision for the future. I need to be able to understand how to evaluate the church and community and help lead church leadership to focus on being a relevant ministry in the days ahead.

B. The Goal: To learn how to evaluate a church and community in order to lead the church to take responsibility for future needs.

C. Personhood element: Responsibility. I tend to take responsibility for results. I need to prepare myself to respond to needs and not take responsibility for creating results. My vision for the church is that they would move from dependency on the pastor to autonomous corporate Christianity.

D. Action Plans:

1. I will preach a sermon series dealing with vision in September and October of 2017 in the morning worship service. These series will deal specifically with: (1) addressing needs of a changing community, (2) sharing the load of ministry among the members of the local church, (3) organizing ministry action in response to needs, and (4) utilizing the spiritual gifts of church members.

2. I will lead the church in determining together our basic values, our aspirations for the future, and our mission in this time and place. This will be done in open and frank discussion at least one time per month in the evening worship service. I will keep a record of the conclusions of each discussion and publish them to the congregation. Each discussion will build upon previous discussions.

3. I will read the following books on vision and church growth:

To be completed by _____________:

(1) *Visioneering: God's Blueprint for Developing and Maintaining Personal Vision*,

(2) *Advanced Strategic Planning: A 21st-Century Model for Church and Ministry Leaders*.

To be completed by _____________:

(1) *Church Unique: How Missional Leaders Cast Vision, Capture Culture, and Create Movement*,

(2) *Breaking the Discipleship Code: Becoming a Missional Follower of Jesus*.

4. I will consult with my LCC by _____________, to get their input about the readiness of the church for getting help from Tarrant Baptist Association in strategic planning.

6. I will lead the church in a study of the book, *Your Spiritual Gifts Can Help Your Church Grow*.

This will be done during the months of _____________, during the Sunday evening service.

7. I will discuss with my Field Mentor and Ministry Support Group the issue of establishing personal boundaries in ministry and seek to determine why it is difficult for me to establish those boundaries and why I make myself overly responsible.

E. Evaluation

1. By _____________, I will be able to share with my Field Mentor and Ministry Support Group the steps I have learned about evaluating a church and community and leading a church to develop a vision for the future.

2. The church will have designed a handbook that outlines the church's stated values, aspirations, and mission.

3. I will have established some personal boundaries so that I do not feel pressured to begin and oversee all ministries.

GOAL #5

(This candidate was a pastor.)

NEED: More growth and competency in my counseling ministry.

I have grown a great deal in the last five years in my ability to provide counseling for hurting people. This has been due to personal crises, personal counseling, personal study, and being forced to do something positive with people who cannot afford counseling. But I find myself needing more than I have in this area.

GOAL: By the end of my D.Min. Program I want to have increased my competence, effectiveness, and insight in pastoral counseling ministry beyond my current level.

ACTION:

1. Develop within the first six months in the program a candidate arranged Specialist Seminar proposal (D.Min. 424) to work in a supervised counseling relationship with a local

pastoral counselor who is a psychologist. This relationship will involve supervised counseling, individualized study, as well as observation of his counseling technique.

2. Develop, with the assistance of the psychologist, a plan of reading in specific areas related to counseling approaches and personality development that will assist me in my growth as a pastor who counsels.

3. Do my D.Min. Project within my church in the area of co-dependency.

4. Continue to counsel no more than 10 hours per week.

EVALUATION:

1. At the end of the seminar the psychologist will provide to my Field Mentor and myself a written evaluation regarding my growth in competence, effectiveness, and insight as a pastor who counsels.

2. At the end of the D.Min. Program, I will prepare a written self-evaluation which will state the specific ways in which I believe my competence, effectiveness, and insight as a pastor who counsels has developed. I will ask for feedback from my Field Mentor as well as the psychologist.

3. The effectiveness of my project and the response of my project committee will provide some indication as to my competence in functioning as a pastor who counsels.

SECTION SEVEN: MINISTRY JOURNAL

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The Ministry Journal is a daily record that will include evaluations of your ministry, your feelings about what is happening, and theological reflections. You will begin journaling the Monday following the conclusion of DM 411. After three months of journaling, you are to complete a Three Month Journal Evaluation **(see Forms folder: 05**

Three Month Journal Evaluation) and then continue journaling for at least one additional month as you implement changes that may have arisen from your evaluation. Send the evaluation to DM410@gs.edu

PURPOSE

The Ministry Journal will assist your mentor in his/her attempt to gain insight into your ministry. It will develop discipline within you. It will cause you to reflect upon your work and your feelings about your work. It will help you develop good work habits and sensitivity of feelings in your experiences. It will help you integrate your theology and ministry.

WHAT TO INCLUDE

You should include in the Ministry Journal:

- Goals
- Ministries performed
- Time schedule
- Ministry disciplines (studies, devotions, etc.)
- Evaluations of ministry activities
- Feelings about ministry activities
- Theological reflections

FORM

The Ministry Journal should be typed whenever it is presented to the mentor. It does not need to be letter perfect inasmuch as the typing is for the convenience of reading, not to demonstrate formal style.

FORMAT

- Plans and priorities for the day
- Hourly report of activities
- Reflections: achievements and assessments feelings
- theological reflections

LENGTH

Because of a variety in styles it is impossible to give a definite, objective guideline on length. Your mentor will evaluate your Ministry Journal and suggest how to improve its usefulness.

WHEN TO PRESENT

Mentors should set specific times when it is due. Your Ministry Journal is due at times set by your mentor. However, you will need to have the journals returned, or keep a copy for yourself in order to complete the three- month evaluation. Copies of the Three Month Journal Evaluation **(see Forms folder: 05 Three Month Journal Evaluation)** are to be e-mailed to the Field Mentor and must also be e-mailed to DM410@gs.edu

CONFIDENTIALITY

You will want to assure proper confidentiality in your Ministry Journal. If there is a problem of confidentiality, you may use pseudonyms. The mentors also will treat your Ministry Journal with confidentiality. They will seek your permission if at any time they wish to use your journal before a group.

EXAMPLE OF A MINISTRY JOURNAL

Monday August 10

Devotional Time

John 14:16-18. Through the Holy Spirit God has come to be with me in my life. What a comforting thought! In this ministry to people in which I am involved I am not alone. God is with me and working through me. Oh, that I would always be an open and willing instrument.

Prayer

Daily Schedule

Goals: Work on preaching schedule for October Work on order of service for Sunday Make a hospital call

Work on layout for church Directory

Prepare for and attend church business meeting

Visit one prospect

6:30 - 7:30 am Arose and prepared for the day

7:30 - 8:30 Made a pre-surgery call to one of our members

8:30 - 12:00 Drove home and worked on preaching schedule for October

12:00 - 1:00 pm Lunch

1:00 - 1:15 Answered emails

1:30 - 2:15 Telephone call from member who had crisis—he was drunk and his wife left him.

2:15 - 3:00 Worked on order of service for Sunday

3:00 - 4:30 Drove to prospect's home and made a good visit

4:30 - 5:00 Pulled materials together for church business meeting.

5:00 - 6:00 Greeted people as they arrived to set up for the church fellowship dinner.

6:00 - 7:00 Church fellowship dinner

7:00 - 8:00 Prayer service and business meeting

8:00 - 8:30 Visited with church members

8:30 -10:30 Home, relaxed, watched some TV

11:30 Bed

Evaluation:

It has been a long but productive day. I accomplished all but one of my goals. That is great!

I really believe that my preaching plans for October will meet the needs of a number of people in the congregation. I am glad to have that completed and am pleased with the result of my efforts.

The fellowship dinner and business meeting went really well. There was a good spirit and closeness among those present this evening. I think having the dinner beforehand really contributed to that closeness. Also, I think having a printed agenda available on Sunday before the meeting has helped the business meetings to go more smoothly. People being able to see the written recommendations before Wednesday evening has resulted in a less defensive attitude at business meetings. I am glad John made that suggestion. I need to tell him that.

Feelings:

I felt I offered a real ministry to J.M. as I visited him before his surgery. J.M.'s faith in God is healthy and I know he appreciated my visit.

I felt happy and relieved to have my sermon schedule completed.

I felt angry yet sorry for our member whose wife left him. B.D. has had a drinking problem for years and has abused his family. It kind of serves him right that they left him (and I feel better about their safety), but I can't imagine how painful this must be for B. I feel helpless.

I enjoyed the fellowship of our people tonight and felt refreshed by their company.

Theological Reflection:

Where is God in B.D.'s experience? Was he with B.'s family, giving them enough sense to leave and protect themselves? Was he even consulted about their marriage years ago? What is my role to B. and to his family now that they are separated? Can I be pastor to all of them? What does the Bible say about marriage, divorce and addiction? These are all questions I do not have answers for, but down in my heart I feel B.'s family did the right thing by leaving -- at least for now.

SECTION EIGHT: HOW TO PREPARE A MINISTRY ACTION CONTACT

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The purpose of a Ministry Action Contact Report is to provide a slice of experience so that the student can learn from that experience through the help of supervision. There are several ways to report experience (verbatim, journals, critical incidents, process notes, etc.) and the form of the reporting will be shaped by the experience. A ministry experience is not only the facts of an incident, but what went on within you as the incident unfolded.

The following outline will help you organize the reporting of the ministry experience.

BACKGROUND INFORMATION

- Identify the people involved in the incident: ages, sex, ethnicity (if pertinent), vocation, socio-economic level, marital status, and relationships.
- Identify your formal and informal relationship with the person at the time the incident happened.
- Identify conditions in which the incident took place: place, time, your emotional state, structured or unstructured meeting, who initiated contact or was it accidental. If you initiated, what was your agenda?

REPORTING THE INCIDENT

- Give a chronological account of what was said and done. Verbatim reporting is often the most helpful.
- Give your feelings (e.g. I was surprised he remembered) and your observations (e.g. with his fist clenched, he said...)
- Highlight significant parts of any narrative reporting by verbatim remarks.
- Make any verbatim more easily understood by using coding (e.g. p.1, m.1, p.2, m.2, etc.). You may help discussion by numbering the lines on the extreme left side of the page.

REFLECTION

- Your evaluation

  What happened?

  Why did it happen?

  What was your role?

  Would have happened if...?

  What were the turning points?

  What are your hunches?

- Your feelings

  About the people in the incident

About the incident

About yourself

How did they change during the incident?

You may find it helpful to label feelings by mad, glad, sad, or afraid rather than good or bad.

- Theological reflections

  What were the theological assumptions (conscious and unconscious) of people involved (including you) and was there consistency between assumptions and actions?

  What theology "happened" during the incident (e.g. grace, mercy, love, judgment, revelation, etc.)?

  How did these theological issues relate to Christian biblical and historical traditions? Is there a biblical or historical person who is a model of the behavior of people in the incident?

  Please do not use this as an exercise to justify your actions and criticize others. Try to be as objective as possible.

- Future response

  On the basis of the evaluation you have given, what needs to be done now?

  What will you do next to minister in the situation?

ALTERNATE METHOD OF REFLECTING

An alternate method of reflecting on a ministry experience is as follows:

- Psychological

  What psychological dynamics were involved in the situation on the part of the other person(s)?

  What psychological dynamics were involved in your response?

- Sociological

  What sociological factors are involved in the situation, the incident, and/or the people involved?

  In what way did sociological factors affect your response?

- Theological reflections (See above theological reflections section)
- Your feelings (See above feelings section)
- Your evaluations (See above evaluations section)
- Future response (See above future response section)

EXPECTATIONS

- Ministry Action Contacts (MACs) per month for a year, for a total of 24 MACs, unless renegotiated with the Cohort Director.

- Begins the first month in the program

MINISTRY ACTION CONTACT EXAMPLE

Verbatim Form

By: Sam

Background Information

The people involved in the incident included myself, my Minister of Youth (Bill) and indirectly, the youth and sponsors on our summer mission trip. Bill is 27, a male seminary student studying for youth ministry. He is married, has 2 preschool children, and comes from an upper middle-income family, (his dad is a dentist) but is currently functioning at a lower middle-income level. His wife is employed full-time and Bill works part-time at the church, as a baseball umpire, and as a store security guard.

I am Bill's pastor and we have established a good, encouraging friendship as well as a reasonably good working relationship in ministry. On the trip, however, my role had become bus driver since the trip was to my hometown and because Bill has one bad eye and does not like to be responsible for driving.

The incident took place as we arrived at a mall parking lot to give the kids on the trip some free time. We were a bit tired from a couple of days of canvassing at the mission church. I had suggested that we drive by Oral Roberts University on our way to the mall. Bill consented. Although the detour should have only added 5 minutes to the trip, a traffic problem really slowed us down (adding 20 minutes or so). I noticed Bill had become very quiet and was either tired or disturbed about something. When we arrived at the mall I felt very uneasy about the length of time the side trip had taken. When he told the kids they had two hours, I noticed it was slightly after 12:30 (about

12:37) so I said, "Should we be back at the bus at 2:30?" Bill looked at me with a touch of frustration and said that

2:30 would be fine. The kids left the bus and Bill stayed with me as I went to park. Bill initiated the encounter before I had a chance to ask him about what was troubling him.

The Incident

Bill 1: Sam, I need to talk to you about something. (We were walking toward the mall). I really need to be the leader of this trip and you keep getting in the way of that.

Sam 1: Bill, I think you are right. I could tell by the way you responded that my suggestion about the time made you unhappy. (I placed my arm on his shoulder. I knew this was tough for him to bring up and I also felt uneasy.)

Bill 2: Whenever you make suggestions about what we might do, I feel like the kids don't know that I am in charge. If I say no to your suggestion, I come off like the bad guy. Several times on the trip you have done this.

Sam 2: I did not see that my suggestions were a problem to you in this way. I will be more careful to make any suggestions only when we are in private.

Bill 3: I almost spoke to you before we left. I was really afraid that somehow we would have a problem like this and I would not be seen as the leader of this trip.

Sam 3: I want you to be the leader here. You are doing a good job with it. We'll work on this and I will be careful to respect your wishes on this point. (I felt embarrassed that I had not seen this coming and been more careful to support his leadership more openly.)

The interchange was short and we ended the discussion and walked through the mall, not touching the issue further. I was very uncomfortable and felt that although I had reduced the tension for Bill, I was in turmoil about my own involvement in the incident. I am still trying to work on the resolution of the internal conflict I feel.

Evaluation

Bill and I were in a setting in which our normal roles were confused. I did not perceive the leadership identity issues with which Bill was struggling. I can see how what I conceived of as suggestions, he perceived as threats to the viability of his leadership on the trip. My role at the time was to reduce his obvious tension so that he could complete the trip effectively. The obvious turning point was when I agreed that I understood his feelings and offered quickly to make an adjustment. I sense, however, that this issue of "Who's in charge?" which seems to be a touchy, fragile subject in Bill's ministry identity, is going to resurface. I know a little of the struggle he has had with his father, who is domineering, and whom Bill says has never accepted his opinion about anything. I have also seen him respond harshly to youth workers who have in any way questioned his leadership or choices. I think I owe it to him to reopen the subject and try to get him to look at it again from an affective perspective.

Feelings

For a couple of days after the incident, I felt very ashamed that I had contributed to this problem. I felt somewhat distant from Bill (though I don't think he felt it) and I wondered if my willingness to quickly agree to change had somehow compromised my leadership role as his pastor. I was glad we had gotten his problem out in the open and found some relief, but I was uncomfortable with my role and my own feelings that were now unaddressed.

Theological Reflection

I'm not sure of Bill's theological assumptions except that I believe he has a high view of the pastor and was uncomfortable addressing me in a confrontational way. I work from an assumption that my supervision of my staff is a sacred responsibility--maybe the most important I have--and I think this is why I felt shame that I had not been a "perfect" pastor at this point for Bill. I believe that confession was practiced on my part as well as repentance. I believe this was right, although some issues are still not resolved.

I hope that Bill perceived that I was exercising grace by not pulling rank and suggesting he was wrong for challenging my authority.

To a certain degree I felt like David before Nathan the prophet. I had made a mistake in leadership and needed to understand it and make an adjustment.

Future Response

I really believe that I have left unresolved some leadership issues in Bill's life. I need to reopen the discussion and look at it more closely with Bill. I have not done so for several reasons.

1) I do not want him to think that my "repentance" was not genuine.

2) The shame I feel in having made a mistake is easier to keep to myself than to open it up

again with him.

I need to raise this issue in a future staff meeting when I am working with him alone and seek to give insight into my feelings and open him up to the personhood issues involved. I probably should get a good idea of how I will introduce the issue including some recognition of points 1 and 2 above.

SECTION NINE: SERMON SCHEDULES / ADVANCED PLANNING ASSIGNMENT

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Planning one's preaching (advanced planning) is a discipline all pastors (ministers) need to develop. To assist in the development of that discipline, a monthly sermon schedule must be e-mailed to the D.Min. office at DM410@gs.edu beginning the month after the conclusion of DM 411 and needs to be done for a total of 12 months. Instructions for doing so are as follows.

1. The sermon information for the worship services for each Sunday of the next calendar month is to be sent so that it is postmarked or emailed no later than the 15th of each month. For example, if DM 411 ended on August 18th, you would send your first Sermon Schedule by September 15 for the month of October. You would then send your next Sermon Schedule by October 15 for the month of November and so on.

2. The sermon information to be included is: (a) sermon subject; (b) Scripture text; and (c) a paragraph summarizing the content of the sermon. The Sermon Schedule Form **(see Forms folder: 04 Sermon Schedule)** is provided for this purpose.

3. The sermon information will include any plans you have to be out of the pulpit.

4. From time to time the candidate will want to tape a service to share with the Field Mentor for his evaluation.

5. A D.Min. Office representative may attend, unannounced, a service in which the candidate is serving.

The representative will do an evaluation of the service that will be discussed with the candidate.

Candidates who do not have regular preaching responsibilities will work in conjunction with the Cohort Director to develop an equivalent assignment that better fits their ministry setting. The candidate and the Cohort Director will determine what constitutes advanced planning for the candidate's ministry setting and will adjust the assignment accordingly.

SECTION TEN: DOCTOR OF MINISTRY SEMINARS

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OVERVIEW

Core and Specialist Seminars are normally taught in seven to ten day segments. Seminars involve a minimum of thirty-two class hours.

LOCATION

The Core and Program Seminars will usually be taught on a campus of the Seminary. Sometimes they may be offered at other locations or online.

TIME EXPECTATIONS

Candidates are expected to devote their full time to seminary involvement throughout each seminar, including weekends. They must attend all seminar sessions. They are expected not to return to their places of ministry on Sunday while seminars are taking place. They should make arrangements for others to handle emergency situations in their ministry settings during each of these blocks of time. Candidates are encouraged to reside on site during the seminars whenever possible. Candidates are responsible for making their own housing reservations.

PRE-SEMINAR WORK

Each seminar will involve advance preparation (the seminar begins four months prior to the first day in class). The candidate will not be admitted to Core and Specialist Seminars unless all advance assignments are completed. Reading lists will be available from the D.Min. Office approximately four months prior to a seminar. This will usually include:

- The reading and written responses to a specified bibliography. The responses must be submitted at the time specified by the seminar leaders.
- Case studies related to the subject of the seminar are often required as part of the seminar. These must be submitted to the seminar leaders at the time specified by the seminar leaders.
- Other requirements as specified by seminar leaders.

SEMINAR WORK

During the seminar, leaders will usually lecture and expect class discussion. The seminar will normally use case studies as part of the class. Candidates may be asked to work in small groups, do assigned reading, and/or write papers.

POST-SEMINAR PAPERS

During each Core and Specialist Seminar, the candidate will negotiate with the seminar leaders regarding the post- seminar paper. Upon gaining approval of the seminar leaders, the candidate will normally write a major paper of approximately 20 pages on the proposed subject, relevant to the subject matter of the seminar, in the time allotted by the seminar leaders. The paper will be part of the seminar grade.

The post-seminar paper should relate to the subject of the seminar. It may be a position paper, research into an area of study or ministry, or a program carried out by the candidate. The paper should be in formal style. Candidates are expected to make use of both library and Internet resources for research. The following site, maintained by Gateway Seminary Library, serves as an excellent portal for Internet research:

http://library.gs.edu/

Within one month of the conclusion of the seminar, candidates should submit one copy of the paper to the seminar professor for evaluation. Submission after the due date may result in a grade of "fail" for the seminar, see the syllabus for details.

EVALUATION

The leader will assign a grade for each seminar participant that reflects the quality of work, insight, and initiative of the participant. This grade will be assigned after the post seminar paper has been submitted.

SEMINAR LEADERS

Seminar leaders will usually be a Gateway professor and a leading practitioner. The leaders determine the assignments, class hours, due dates, and grade criteria within the guidelines of the D.Min. Program.

SEMINAR SCHEDULING

Candidates are required to attend the seminars as scheduled with their cohort. If a candidate cannot take a seminar at the regularly-scheduled time, he/she should petition the Cohort Director two months prior to the scheduled seminar in question providing a rationale for the waiver. He/she should also include a statement as to when the candidate anticipates rescheduling the seminar.

PROGRAM SEMINARS

DM 400 - Orientation

An introduction to the components of the D.Min. Program.

DM 420 - Research Methods and Tools for D.Min. Projects

This seminar will assist the candidate in developing the basic skills for doing effective theological and theoretical research, especially as it relates to the development of a Ministry Project Prospectus and Project Report. Candidates will also gain an understanding of how to engage in responsible Internet research.

DM 422 - Project Planning Seminar

This seminar is an overview of the elements necessary to conceptualize a Ministry Project, to prepare an adequate Ministry Project prospectus, and to write an acceptable Ministry Project Report.

The purpose of this seminar is to help the candidate develop a comprehensive plan for a Ministry Project as a result of (1) assigned readings and lectures about project methods, (2) independent research and planning, and (3) evaluations of project plans by peers and Faculty members. In order to receive credit for DM422, a candidate must attend the entire Project seminar.

CORE SEMINARS

The seminars are designed to help candidates integrate ministry function with the biblical, historical, and theological disciplines.

DM 411 - The Theory and Practice of Ministry and Leadership

The study of biblical and theological concepts of ministry and leadership, with particular emphasis upon the relation between these concepts and the performance of the minister's tasks.

This seminar will guide the candidate in further development of his/ her concept of ministry and leadership. In addition to lecture material, candidates will use case studies, inventories, and peer interaction as a means of gaining personal insight into patterns of ministry and leadership. This insight should result in a focus upon specific areas of ministry and leadership that will be addressed throughout the D.Min. Program.

DM 414 - Spiritual Formation

An examination of the nature and development of spiritual life, especially as it relates to the minister. This seminar will guide the candidate to classic literature about the spiritual life and help him/herbecome more acquainted with the spirituality of biblical, historical, and contemporary people who may serve as models for spiritual life. There will be study of the various stages of the formation of the spiritual life. Participants will be encouraged to participate in exercises of spiritual formation and develop a pattern for their devotional life.

DM 417 - The Ministry of Personal Relationships

The function of ministers in their relationships with those to whom and with whom they minister. This seminar will explore patterns of relating to people and deterrents to good personal relationships. Candidates will examine their patterns of relationships and effectiveness by the use of inventories and case studies and by relating in the seminar.

SPECIALIST SEMINARS

The Specialist Seminars give a candidate an opportunity to specialize his/her learning in relation to his/her ministry vocation. The candidate will take the initiative to develop his/her Specialist Seminars. These may be courses taken at another institution. They may be specially tutored or directed courses of disciplined learning led by a person competent to give the needed guidance. The Specialist Seminars should be conducted at a graduate level. Candidates will be expected to have completed both Specialist Seminars, or at least have them underway, before submitting the project prospectus. Seminars related to the project must be completed prior to submitting the prospectus. Some commonly offered seminars are:

DM 423 – Proclamation & Worship

This seminar examines ministers' roles in presenting the gospel to those whom they serve. Candidates will select a course of study that will lead them to be more effective in presenting the gospel in their specific ministry. For most candidates, this seminar is fulfilled through a Proclamation and Worship Seminar that is provided by the Seminary (see Cohort Schedule). Specialized cohorts may substitute a vocation-relevant seminar in place of the Proclamation and Worship seminar. Candidates may also petition the Cohort Director to take an alternative seminar when situations warrant.

DM 424 - Ministry Vocation

This seminar should relate to the special form of the candidate's ministry. It provides additional opportunities to study in areas of the candidate's specialized ministry or to gain further expertise in the area of his/her Ministry Project. Candidates may want to consult with experts in their ministry vocations before deciding on this seminar**.**

DM 426 – Context, Culture and Mission

This seminar is a study of the biblical, theological, and practical concepts of examining the ministry context, engaging the culture, and developing a mission strategy in the ministry setting of the student.

GUIDELINES FOR SPECIALIST SEMINARS

The candidate will e-mail a Specialist Seminar Proposal Form **(see Forms folder: 07 Specialist Seminars)** to the D.Min. office for all Specialist Seminars (except Proclamation and Worship) requesting approval. The proposal should include:

- Description (Including: need, goal, activities, form, and criteria for evaluation)
- Rationale explaining why the particular Specialist Seminar is appropriate for the candidate
- Leader's name and qualifications to direct this seminar
- Planned number of hours to be involved (minimum of 32 contact hours required)
- Texts (750-1000 pages) candidate proposes to read
- Anticipated deadline for completing the seminar

(For a more detailed description of what to include on the Specialist Seminar Proposal Form, see the Guidelines for Specialist Seminars that follows.)

The leader of the Seminar will read and critique the post seminar paper and provide a grade for the seminar. The leader will submit a D.Min. Specialist Seminar Grade Sheet **(see Forms folder: 07 Specialist Seminars)** to the D.Min. Office and send a copy to the candidate.

COURSE DESIGN

The candidate is responsible for securing a professor for the specialist seminar and should negotiate with the professor the specific focus of the desired course or tutorial. A syllabus or written course agenda should be developed and sent to the Cohort Director for approval.

BIBLIOGRAPHY

The professor and the candidate will develop a bibliography of appropriate reading for the course. The candidate should provide the professor some evidence of having read the books and grasped the concepts. Critiques, reviews, oral discussion, or other methods determined by the professor are appropriate. A reading list of 750-1000 pages is considered optimum.

COURSE WORK

The candidate will have at least 32 contact hours with the professor in lecture, discussion, reflection, review, or other appropriate interaction. The professor and the candidate should negotiate how to structure that time in the most profitable way for the learning of the candidate.

POST-SEMINAR PAPER

The candidate will negotiate with the professor a specific subject for a 15-20 page post-seminar paper. The paper is to be in formal style using the most recent edition of *Turabian* (Turabian, Kate L., and Wayne C. Booth. *A Manual for Writers of Research Papers, Theses, and Dissertations*: *Chicago Style for Students and Researchers*) unless otherwise negotiated with the professor and the D.Min. Cohort Director. The professor is to grade and critique the paper. One corrected copy will be submitted to the D.Min. Office.

GRADE

At the conclusion of the seminar, the professor will provide a written statement of a grade for the seminar. Grades should be stated as: Excellent, Good, or Fail.

COMPLETION DATE

The candidate will state the date by which the seminar will be completed. The Cohort Director will anticipate receiving the grade for the seminar as well as a copy of the post-seminar paper by that date.

SECTION ELEVEN: MINISTRY PROJECT

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OVERVIEW

The Doctor of Ministry degree is by definition an advanced professional degree.[14] It is intended "to stimulate the candidate's growth toward personal maturity and competence in the practice of Christian ministry,"[15] Both areas of personal and professional growth are to be reflected in the development, implementation, and reporting of the Ministry Project.

The completion of a Ministry Project and the preparation of an acceptable report are the culminating activities in the Doctor of Ministry Program. This project process calls for the candidate to take full initiative in outlining an initial proposal, clarifying the project through designing a prospectus, implementing the project, and preparing a report. (See the "Stages and Steps to a Successful D.Min. Project" checklist that follows.) The purpose of the project is to demonstrate the candidate's competencies in planning, guiding, evaluating, and reporting a significant ministry event in which person, theology, theories, and skills are integrated. It is a means for the candidate to demonstrate the achievement of the goals of the program.

Consideration of an idea for the Ministry Project should begin early in the program. The Ministry Project will be discussed during the Orientation. The candidate should submit a Ministry Project Proposal **(see Forms folder: 08Ministry Project)** to the D.Min. office one month before the start the Project Seminar (DM422). The Cohort Director will appoint the candidate's Ministry Project Committee after receiving the proposal.

The Project Seminar (DM422) is usually conducted online or in conjunction with DM 417. To increase the likelihood of graduating with their cohort, the candidates will submit their Ministry Project Prospectus to the D.Min. Office approximately 180 days after DM 422 Project Seminar. The candidate must allow at least 60 days from the submission of the prospectus to the beginning of the Ministry Project. All seminar work must be complete prior to the implementation of the Ministry Project.

After approval of a prospectus, the candidate will conduct the Ministry Project and prepare the Ministry Project Report. The counsel of the Field Mentor and Ministry Project Committee will be given upon the initiative of the candidate. The candidate is encouraged to seek such counsel regularly.

When the candidate completes the Ministry Project Report, the candidate should email a copy of the completed report to the D.Min. Office dmin@gs.edu (the office may request the candidate mail three hard copies). The D.Min. program coordinator will arrange for the oral exam. Copies need to be received in the D.Min. Office at least 90 days prior to graduation (September 15 or February 15).

In keeping with the overall goals of Gateway's D.Min. Program, the focus of the project is

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[14] Gateway Seminary Catalogue, 1995-96, 12.

[15] Doctor of Ministry Guidebook, 1.

ministry rather than research. The candidate will be expected to isolate a specific problem or need in his or her ministry setting. This will involve developing a valid rationale for why this selected problem or need should be the focus of a D.Min. Ministry Project. Then the candidate will develop a purpose statement for the project that captures the way things should and could be. Before conceptualize a means of addressing that issue, the candidate will need to reflect a definable theological basis as well as current theoretical concepts. These will form an integrated base for conducting the project. Extensive reading and research will be required to develop the theological rationale and theoretical presuppositions. The candidate's ability to work with and to motivate people, to evaluate the Ministry Project at its conclusion, and to report the outcome in a well-written document also are significant expectations.

Further, the project should reflect the candidate's own personal growth needs either as a person, as a minister, or both. Since the purpose of Gateway's program involves personal growth, this should be reflected in the candidate's personal objective(s) for the Ministry Project.

Fulfilling the expectations for the D.Min. Ministry Project is a significant challenge. It will be an important learning experience. Ideally, it will affect the way in which one approaches future ministry opportunities.

This section attempts to provide assistance for the candidate in meeting the faculty's expectations regarding the Ministry Project. Using the suggestions and guidelines it contains should greatly assist in developing the Ministry Project idea, writing the prospectus, and preparing the final Project Report.

Stages and Steps to a Successful D.Min. Project

Proposal Development Stage

- Develop your initial project idea and write an initial project proposal prior to the Project Seminar.
- E-mail a copy of the Initial Project Proposal Form to D.Min. Office 30 days before the Project Seminar. The Cohort Director selects your Project Committee, based on the focus of your initial project proposal. Continue working on the proposal during Project Seminar
- Get acquainted with your Committee soon after the Project Seminar. Negotiate relationship and expectations. Discuss your idea in general terms and get their initial feedback.
- E-mail Final Project Proposal Form to D.Min. Office. The Program Coordinator will forward it to Committee members for response. Continue this revision process until the proposal is deemed acceptable. Committee members: Review the final proposal or resubmitted proposal (when the project or setting has significantly changed). Response due to D.Min. Office and candidate within 30 days of submittal.

Proposal Approved: Start on Prospectus

- Do research for your project. Seek the Committee's input early and often. Committee members: Give feedback on project ideas and/or outline.
- Submit initial prospectus. E-mail your initial prospectus to D.Min. Office. The

Program Coordinator will forward it to Committee members. Submit this AT LEAST 60 DAYS before the anticipated beginning of your project. Submitting your prospectus even earlier is better, because 60 days allows for only one revision cycle. Most students go through at least one prospectus revision cycle, and it is not uncommon to have four or more revision cycles before finalizing an acceptable prospectus. Committee members: Review the initial prospectus. Response is due to D.Min. Office and the candidate a maximum of 30 days after candidate submits the initial prospectus.

- 6. Revise prospectus until acceptable. E-mail your revised or final prospectus to D.Min. Office. The Program Coordinator will forward it to Committee members. Committee members: Review the revised/final prospectus. Response is due to D.Min. Office and candidate within 30 days of candidate's submitting a revised prospectus.

Prospectus Approved: Start on Project Implementation and Report

- Implement project keeping a journal of what takes place.
- Complete Project Report. Send one electronic and three hard copies of Project Report to D.Min. Office. Two copies will be sent to committee members. The third copy goes first to a reader, who checks it for conformity to Turabian style, and from there it goes to the Cohort Director. Committee members: Review Initial Project Report. Response due to D.Min. Office and candidate a maximum of 30 days after candidate submits initial Project Report.
- Oral examination. D.Min. Office schedules oral exam with candidate, Cohort Director, and Committee. The Oral Exam is normally conducted at least 30 days before graduation. Oral exam covers: project conclusions, Project Report, and personal growth of candidate through the D.Min. process. Immediately after oral exam, results on Project Report are given to candidate for corrections, if any.
- Correct Project Report until acceptable. Acceptable revisions are usually determined by Committee Chair. Committee members: Review Resubmitted Project Report. Chair communicates acceptable revisions to D.Min. Office and candidate a maximum of 30 days after candidate submits a revised Project Report.
- Submit Project Report for binding and necessary forms. Submit one electronic copy of the Project Report to the D.Min. Office seven days prior to graduation, as well as three (four for non-NCC campuses) unbound hard copies. The hard copies must be printed on 100% cotton, 20lb, white paper. The final report is due to the D.Min. Office seven days prior to graduation, or by the specific due-date determined by the Committee. If the candidate wishes to include the Field Mentor Acknowledgement page, they are responsible for obtaining their field mentor's signature. The D.Min. Office will obtain the Project Committee's signatures. Submit the ATLA form and TREN form as well.

Graduate!

NATURE OF A PROJECT Choosing a Project

A D.Min. project grows out of the needs of one's ministry setting. Needs that are central to the mission of the particular church, association, or organization should be considered. The candidate's own personal growth needs are to be considered as well. Any significant area of the church's mission and ministry provides the possibility for a project. Since the candidate will invest significant amounts of time and energy in the completion of the Ministry Project, it should be something of great interest.

The candidate will need to provide a rationale for why the particular project should be done. Why does this project need to occur at this time and in this place? What are the circumstances or conditions that make undertaking the proposed project important? In what way will the project contribute to the practice of ministry as a whole? Ideally, others should benefit from what the candidate learns and writes.

Candidates will benefit by surveying Ministry Project Reports included in Gateway's Library Catalog as well as those at other seminaries. To search for D.Min. Project Reports using the Gateway Library Catalog, go to the GATEWAY Library System homepage:

1. Click on "**Advanced Search**."

2. Enter "**DMin**" *(with periods)* in the first "Search for" field; choose "**as a phrase**" and select **Keyword**

Anywhere in the "Search by" field.

3. Select **AND**.

4. Type "Gateway baptist" in the next "Search for" field; choose "**as a phrase**" and select **Keyword**

Anywhere in the "Search by" field.

5. Click the **Search** button.

A current list of project reports from GATEWAY D.Min. graduates is found in Appendix M of the *D.Min. Guidebook*.

The following internet research sites can be accessed from the homepage of the GATEWAY Library System: Research in Ministry (RIM Online - ATLA) lists most D.Min. Project Reports completed in North America and each entry includes an abstract. This service is free for students.

Theological Research Exchange Network (TREN) not only provides easily searchable citations for 5,800 project reports and dissertations from a number of theological schools in the United States and Canada but also furnishes a form for ordering these resources in paper, microfiche, or electronically.

In addition, a growing number of TREN full-text project reports are available online through the **EBSCO Religion and Philosophy Collection database**. For a subject search of TREN on this database, do the following:

1. Log into Religion & Philosophy Collection.

2. Click on the **Advanced Search** tab.

3. Click on "**Publications**" button under the "**Choose Databases**" tab at top of the page.

4. In the Browse Publications box: enter "**Theological Research**" and click on **browse** button.

5. Click on Theological Research Exchange Network (TREN): Theses and Dissertations.

6. You will see Publications Details for "Theological Research Exchange Network (TREN): Thesis & Dissertations."

7. Click on **Search** within this publication located above the column listing years.

8. Leave default settings.

9. Enter the rest of your search terms (e.g., "**church planting**") in the box immediately below the first box.

10. Click on "**search.**" For an author or title search, follow the same instructions but enter author's **name** *(last name first)* or **title** in the second level search box and change **Defaults Fields** to **Author** or **Title**.

Also, **ProQuest Dissertations & Theses** provides the first twenty-four pages of thousands of D.Min. projects. For access, go to the GATEWAY Library homepage (http://library.gs.edu/), and click on **ProQuest UMI Dissertations Service** under **Locate Dissertations & Theses**. For further instructions, return to the homepage and click on **Tutorials, Tips & Guides to Library Research** under **Reference Assistance**. Here clicking on **Searching for Dissertations** will provide the information you need. Simply substitute **DMin** for **Ph.D**. in the instructions to access D.Min. projects. In addition, if you have any questions related to library resources and/or library research, go to the GATEWAY Library homepage and click on **Ask A Librarian** . . . under **Reference Assistance**, or phone toll free 888-442-8715.

Characteristics of a Project

Ministry Focus

The project should focus on a specific ministry need in the candidate’s setting. Seeking to influence people for the Kingdom and to do Christian ministry should be the focal point. As indicated above, the project must be justified in terms of relevance to Christian ministry, needs of the situation, and the potential contribution the project will make to other people’ understanding of ministry.

While the project is not intended to be a research project, significant library research and reading will be necessary to conceptualize the project and to provide a theological and theoretical base. (See section on Theological Rationale and Theoretical Presuppositions.) The ministry growing out of the project should evidence itself as informed and intentional, integrating theory and practice.

Innovation

The expected outcome is creative innovation for the candidate and those with whom the candidate ministers. While the project must not necessarily be something, which has never been done before, it should demonstrate certain uniqueness. The project should make a contribution to ministry. It should answer the question, “If someone else in ministry were to read or learn of this project, what new insight, understanding, or application would they obtain from it?” Ideally, the Ministry Project will develop a model or pilot project for future ministry. If the ministry setting context contributes to the uniqueness of the project, the candidate will need to make that clear in the writing of the prospectus.

A project cannot be a summary or report of ministry already operative. However, it may involve the development of a present ministry beyond its current performance to a more effective level.

An assignment or responsibility that occurs because of one's position or ministry responsibility can constitute an appropriate project. However, creative innovation for the candidate and the constituency will be expected.

The project will include experimental factors that call for a willingness to risk. Given this willingness, the candidate should find the project an exciting and rewarding venture in learning.

Situation Specific

The project should represent a need and opportunity in the specific situation where the candidate serves. While a project outside of one's immediate ministry setting can be chosen, the candidate will need to justify that choice. The project also should relate to the candidate's personal and professional growth.

Intense Interest

The focus of the Ministry Project should be one in which the candidate has an intense interest. Ideally, it should be an area in which one anticipates developing expertise and continuing ministry following the completion of the D.Min. Program. Since the candidate will be investing countless hours in reading, conceptualizing, implementing, evaluating, and reporting on the project, the subject should be one in which the candidate wishes to make a significant investment. A balance should be maintained between need and wish; effective ministry addresses needs primarily and wishes secondarily.

Demonstrable Change

The project should be one in which specific change can be demonstrated. Like a "before" and "after" photo, the completed project needs to indicate how change has occurred and how that change can be traced to the candidate's project. Simply developing a manual or a program for future implementation is not sufficient. The candidate must implement, test, and evaluate the results of his or her plans.

People

The project must involve working with, relating to, and leading people. It cannot be something that the candidate does alone or in isolation from other people. Ministry happens in and through relationships. Further, careful attention needs to be given to involving a sufficient number of individuals to justify any conclusions drawn from the project. A project can have too few participants to validate the results or so many that the project becomes unmanageable. The candidate should ascertain that the people necessary for the project would cooperate in the venture.

Specific Focus

The project should be sharply focused and defined. The temptation is to be too general or to attempt to do two or three projects under the guise of one project. Use a "rifle" approach, not a "shotgun." This approach will be greatly aided by very specific project objectives. (See section on Project Purpose and Objectives Statements.)

The nature of Christian ministry is such that frequently what the candidate wishes to accomplish by means of the D.Min. Ministry Project cannot, in reality, be accomplished in the period of the project. In those situations, it will be helpful for the candidate to separate the ultimate desired outcome into the phases or steps needed to accomplish that outcome. The focus of the project will be upon one of those phases or steps. For example: The ultimate purpose of creating a long-range planning committee may be to change the direction of the church. However, the outcome of that plan may not be evident until five years after the project is completed. So the project would need to focus on "Phase I, II, or III" or what could realistically be accomplished within the time frame of the project. If that were the case, then working with the committee to develop the plan and with the church to prepare it for the adoption and initial implementation of the plan could become the project's focus.

Theological and Theoretical Base

The ministry performed in the project must be an informed and intentional ministry, integrating theological concepts and theoretical ideas. In light of this, the candidate will need to state and validate his or her theological rationale and theoretical presuppositions for the project. This will require wide reading in the area of interest. Both the theological rationale and the theoretical presuppositions are to be stated in their entirety in the prospectus. (See section on Theological Rationale and Theoretical Presuppositions..)

Evaluative Procedures

Objectives for the project will need to be stated in such a way that they can be evaluated. The anticipated evaluative techniques and procedures will be stated in the prospectus. They will need to be accompanied with an explanation as to how each will relate to the specific project objectives. (See section on Project Evaluation.)

Time Specific

The project will have a specific beginning and ending time. The candidate should consider carefully the amount of time needed for the project. Recognize that cognitive change takes less time to achieve than a change in skills. However, affective change, which is demonstrated in a person's behavior, attitudes, and values, takes much longer to produce than either cognitive or skill change. A project of four to six months, or longer, will likely be of greater long-term significance than one of a few weeks.

The candidate will want to use a portion of his or her theoretical presuppositions to address the issue of change and the time and methods needed to produce that change. The candidate should have a rationale for the methods chosen and for the amount of time needed for those methods to be effective.

Success or Failure

The faculty desires for a candidate's project to succeed and be effective. However, should it not achieve the anticipated results, one can still produce an acceptable Project Report. Since the project is about demonstrating competence, the Project Report should evidence the candidate's ability to analyze and understand what occurred. In what way were original assumptions and assessments inaccurate? What went wrong and why? What adjustments and changes would be needed if attempted again? What did the candidate learn through the experience?

Realistic

The project should be realistic in regard to its scope, number of people involved, resources required, time span, leaders needed, etc. The tendency is for candidates to be unrealistic regarding how much can be accomplished in a relatively short period of time.

Diagnostic Questions for Conceptualizing the Project

- What is the problem or need I am attempting to address?
- Who is the primary focus or object of this Ministry Project and what will be my objectives for them? (Can I realistically expect to influence their lives and/or ministry?)
- What specific changes or growth do I want to bring about through this project?

  For others?

  For myself?
- How will I be able to demonstrate that change or growth has occurred? (Will I be able to state that change or growth in measurable ways?)
- How will I be able to demonstrate that the change or growth was due to my Ministry Project?
- What theological or biblical bases exist for addressing this need?
- What theoretical material exists that I can use to assist in:

  Determining the approach I will take in addressing this need?

  Determining the methodology I will use?
- What assumptions or theories do I have about addressing this need and can I substantiate them from other sources?
- What resources do I need to do this project and are they available?
- Whose support or cooperation do I need for the project, and will I be able to enlist those people?
- How many participants will be sufficient to enable me to draw valid conclusions?
- How much time for the project will I need in order to bring about the change or growth I desire?
- How will this project be a growing and stretching experience for me?
- How will this project make a contribution to other people' understanding or approach to ministry?

PROJECT PURPOSE AND OBJECTIVES STATEMENTS

Introduction

The purpose statement and the specific objectives will determine the direction of the project. In light of that, careful attention must be given to the formulation and development of these statements. Maintaining consistency between the stated ministry needs, the purpose, and the resultant objectives will provide a clear and sharp direction for the project.

Purpose Statement

The purpose statement is the general statement of what the candidate hopes to accomplish by means of the Ministry Project. It should be expressed in one concise sentence[16], like the thesis sentence for a sermon.

The statement sets forth who the project participants will be. It also seeks to express what the participants are expected to do or to accomplish.

Illustration:

The purpose of this project is to develop five small groups of Christ-followers that integrate unbelievers. Unbelievers will begin to attend, build and deepen friendships, be exposed to the Gospel, and then have an opportunity to become a follower of Christ. The plan is to practice a method that is in harmony with the message that God wants to have a relationship with mankind; it is not to just have them believe certain things or do certain things. The unbelievers will attend the small group meetings with believers and deepen their friendships with each other over time. They will progressively hear the whole Gospel and maybe even begin to practice the truths they hear even while they are not yet followers of Christ. Once they believe in Christ, they will already be surrounded by friends and be in a setting that is suitable for their ongoing development as followers of Christ. .[17]

Having stated the purpose, it may be necessary to expand on the statement in order to explain, clarify, or define the terms used. Adding additional clarifying sentences or paragraphs for that purpose is encouraged. Candidates should do everything possible to make certain that the reader understands what the candidate is seeking to express by the words used. For example: In the above illustration, David Mills clarifies the purpose of his project by adding that the unbelievers involved in the groups will hear the whole Gospel over time as they deepen their relationships with the Christ-followers in the groups. He also adds the groups will provide an ideal setting for unbelievers to grow as followers of Christ once they believe in Him.

The candidate will benefit greatly by developing a statement that is as precise and thorough as possible. Everything else about the project will flow from the purpose statement.

Project Objectives

As just seen, the purpose statement expresses in general terms what the candidate hopes to accomplish by means of the Ministry Project. The "objectives," on the other hand, set forth the specific achievements which will be necessary for the accomplishment of the stated purpose. In educational terms, the purpose statement is the equivalent of a "goal." Leroy Ford defines a goal as a broad statement of the general intent. The "objective" then sets forth more specifically what

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[16] Must contain no more than one infinitive phrase.

[17] Mills, David H., "Integrating Unbelievers Into Small Groups" (DMin Project Report, Gateway Seminary, 2012), 4. See Appendix C for a summary of this project

the participants will have accomplished as a demonstration of the achievement of the goal.[18]

Illustration:

In David Mills' project (see Appendix C), he stated his purpose was to develop five small groups of Christ-followers that integrate unbelievers (see above). His project objectives were that by the end of the project the participants would have:

> At least 25 percent of the believer recruited for the small groups will have had conversations with at least three unbelievers about the elements of the Gospel.
>
> At least 25 percent of the believers will have prayed at least once per week for their friends and family members to become followers of Christ.
>
> Aat least 25 percent of the participants will have invited at least three unbelievers to a small group they attend.

Mills further indicates that by the end of the project he would have achieved the following personal objectives:

> Have built at least three friendships with unbelievers as evidence by spending at least a half an hour per week with each one.
>
> Have created a training manual that all the members of the group can use.
>
> Have provided leadership by problem solving and prayer when things are not making progress.

The objectives answer the following questions in very specific terms. "When the project is complete, what do I want to have accomplished with the participants or for myself?" "What changes in the participants, in the situation, or in me should result from the project?" Determining these specific outcomes will be vitally important to the writing of clear and specific objectives.

There are several matters that a candidate should consider in writing project objectives.

Focus on Outcome

It is important to write the project objectives as ***outcomes***. The focus needs to be on the end you are seeking to achieve rather than the process or means one will use to achieve that end.

Note that the above sample objectives were written in the **past tense**. They set forth what was to have been accomplished by the conclusion of the project. However, they do not indicate how that particular end will be achieved. The "how" is a part of the methodology. Listed below are some illustrations of unacceptable objectives: what one candidate proposed as objectives, but

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[18] Leroy Ford, A Curriculum Design Manual for Theological Education (Nashville: Broadman Press, 1991),

82-88, 122-126, and Norman E. Gronlund, *Stating Objectives for Classroom Instruction* (New York: Macmillan

Publishing Co., Inc., 1978), 1-4.

which were in reality simply ***statements of method rather than outcomes.***

Illustration:

1. To develop a training manual that is practical and effective in preparing new leaders for small group ministry. (This statement also is vague. How does one determine "practical and effective"?)

2. To enlist at least twelve candidates for the small group training session.

In preparing the project objectives, the candidate should maintain a clear focus on what he or she wants to have achieved with the project participants or with him or herself, and then write those as outcomes.

Determine the Type of Each Objective

Most project objectives can be divided into one of three categories: cognitive, skill, or affective. ***Cognitive*** has to do with gaining new information or insight. Knowledge, comprehension, and understanding are all categories that relate to the cognitive domain. ***Skill*** has to do with performance or demonstration of ability. ***Affective*** has to do with attitudes, values, and motivation.[19] In formulating the objectives for the Ministry Project, it will be very helpful if the candidate will, at least for him or herself, determine the type of each objective. There are several reasons for this.

First, the type of objective should determine something about the methodology that will be used to achieve that objective. Cognitive, skill, and affective objectives each require a different kind of methodology. For example: Assume the project had as its purpose, "To equip ten deacon couples to assist in Grace Baptist Church's grief ministry." More than likely this would require some cognitive objective which would necessitate a methodology that involved sharing information about the nature of grief and about how to minister during such a time. A skill objective might involve the deacons in demonstrating their ability to minister during a specific time of grief. The affective objective might relate to overcoming one's fear and/or feeling of inadequacy in ministering in that kind of situation. (See the section below dealing with affective objectives.) Each of these varying types of objectives would inform the candidate about the kind of methodology that would be most appropriate for achieving that objective.

Second, determining the type of each objective also will assist in determining appropriate evaluative tools. For instance, a pre-test/post-test is quite appropriate for determining cognitive learning. However, it is not appropriate for determining skill or affective change. Skill objectives will require some kind of performance or demonstration of the skill, perhaps even using observation. Affective change, as will be addressed later, generally requires some kind of

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[19] Candidates may benefit from reviewing Tables II-VII of Norman E. Gronlund's *Stating Objectives for Classroom Instruction*, Second Edition (New York: Macmillan Publishing Co., 1978). Gronlund presents a table describing the major categories in each of the cognitive, psychomotor, and affective domains. He also presents separate tables for each of these domains providing examples of general instructional objectives and behavioral terms. Both sets of tables can help clarify the nature of these three domains as well as providing descriptive words and actions for each.

observable behavior. Again, knowing the specific type of objective sought will assist with choosing the appropriate evaluative procedures.

Third, determining the type of each objective will enable one to discern if the objectives are consistent with the stated purpose of the project. For example: Assume that all of the objectives were solely of a cognitive nature in the above illustration about preparing the deacons of Grace Baptist Church to assist in the church's grief ministry. Yet, simply knowing information does not mean that a person can apply the information. Further, knowing information about grief does not address any feelings of inadequacy or fear that might serve as a hindrance to a deacon couple applying that information in a specific grief ministry situation. By identifying the types of objectives as all cognitive, hopefully the person would realize that other significant areas related to the success of the project were being overlooked and that the objectives were not fully consistent with the stated purpose of the project.

The candidate will benefit greatly from identifying the type of each objective, how those types relate to the overall statement of purpose, and what the implications of the various objective types are for determining project methodology and evaluation.

Define Indicators for Affective Objectives

Much of ministry deals with the affective area. Most Ministry Projects will contain some affective element, such as changing people' attitudes, values, opinions, etc. as a way of influencing actions and behavior. Significant behavioral change generally does not occur without dealing with the affective element.

Yet, writing objectives which deal in the affective area is a very difficult task. Ford states, "Dealing with the affective domain . . . requires greater tolerance for ambiguity than many designers possess."[20] Given this fact, how then can one go about writing affective objectives which can be evaluated in some concrete way?

Both Robert Mager[21] and Leroy Ford suggest that the only way to determine affective change is to list ***typical indicators or behaviors*** which would be representative of the outcome sought. Ford provides the following two illustrations as a way of using typical indicators or behaviors as representative of the outcome sought:

Illustrations:

1. The trainees demonstrate an attitude of concern for the salvation of the lost by doing such things as . . .

   a. Teaching a home Bible study group

   b. Distributing helpful tracts

   c. Witnessing to family members

   d. Witnessing on the street

   e. Attending training sessions on witnessing

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[20] Ford, 108.

[21] Robert Mager, *Goal Analysis* (Belmont, CA: Pitman Learning, Inc., 1984), 11-53.

2. The trainee demonstrates an attitude of confidence in intercessory prayer by voluntarily doing such things as . . .

a. Maintaining a prayer list

b. Interceding for others

c. Studying what the New Testament says

d. Confessing needs

e. Encouraging others to pray[22]

The candidate has a great deal of freedom at this point in defining what behaviors will be viewed as indicators that the affective change sought has been achieved. In the illustration cited above about training deacons to become effective grief ministers (item "B"), the affective objective for that project might be stated as:

Illustration:

1. Have overcome their feelings of fear and inadequacy regarding grief ministry ***as evidenced by***:

- Having made a home visit to the family of the deceased immediately after a death without accompanying the pastor
- Having taken grief literature to the grieving family and discussed it with them
- Having listened to the grieving family member(s) talk about the deceased or their loss without interrupting or changing the subject
- Having continued home visits as the grieving family members made their way through the stages of grief
- Having shared with other project participants specific ways in which the participant saw that he or she had ministered to the grieving family member(s)

There are a number of behaviors which the candidate might cite as indicative of the affective change sought. However, it will involve providing a rationale as to why those specific ones have been chosen. In summary, a typical affective objective will state the outcome sought ***as evidenced by*** followed by the behavioral indicators that the candidate has determined are indicative of the change.

Be Concrete Rather Than Abstract

It is not unusual in the initial stages of development for objectives to be more abstract rather than concrete. Mager calls them "fuzzies."[23] They involve phrases such as "effectively lead," "show appreciation," "developed a favorable attitude," "successfully initiated," "further developed," etc. The problem with each of these is that they are not definable. In Mager's words, "How would I know one if I saw one?"

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[22] Ford, 5.

[23] Mager, 19-33.

One of the ways of addressing this difficulty would be to follow the five steps Mager outlined in his book, *Goal Analysis*, on pages 37-61. A second means of addressing this would be to follow the suggestions set forth in the section on writing affective objectives. This would involve listing the behavioral indicators which the candidate believes would be indicative of the outcome sought. Regardless of how the candidate addresses this issue, objectives need to be concrete and verifiable rather than abstract, fuzzy, and non- verifiable.

Illustration:

Abstract

To have led fifty percent of the teachers of adult Bible study classes to be more effective teachers. (What does “more effective teachers” mean? How would one identify such a teacher?)

Concrete

To have led fifty percent of the teachers of adult Bible study classes to be more effective teachers. Such effectiveness will be evidenced in the following ways:

- Use of a weekly teaching plan
- Employment of at least four new teaching methods involving class participation during the duration of the project, and
- Feedback from an expert observer about application of the biblical material to the life needs of the class members.

Include Personal Objectives

In addition to writing objectives for the project participants, each candidate will be expected to write personal objectives related to the project. The personal objectives should address the “growing edges” for the candidate in undertaking this particular project. How will doing this project be a challenge for the candidate? In what ways will it “stretch” him or her? How will doing this project enhance the candidate’s personal growth or growth as a minister? These areas should be the focus of the candidate’s personal objectives.

Illustration:

The “growing edges” for David Mills (see Appendix C) were both relational and task oriented. Relationally he wanted to increase his ability for developing friendships with unbelievers. He also wanted to develop his leadership capability through increasing his problem solving ability.

Have a Limited Number of Objectives

The candidate will do well to limit the number of objectives, unless there are unusual and extenuating circumstances. Ideally, each project will have no more than three to five objectives for the participants and only one to three for the candidate. Each objective will need to have validation that it has been achieved. Frequently that will require more than one evaluative method. Further, limiting the number of objectives causes the candidate to focus the project more sharply.

Maintain Consistency

It is important that there be a natural flow and a consistency between the purpose statement, the objectives, the theological rationale, the theoretical presuppositions, the methodology, and the evaluation. For example: One project had as its focus a training program for church leaders. However, the theological rationale focused on teaching. One should avoid such inconsistencies.

Conclusion:

The statement of purpose and the objectives statements are absolutely critical to the focus of the project. It may take many hours of work and reflection to refine them so that they accurately express exactly what it is that the candidate hopes to accomplish by means of the project. Giving careful attention to the above material should assist in that process.

THEOLOGICAL RATIONALE AND THEORETICAL PRESUPPOSITIONS

Introduction

The type of ministry expected of a D.Min. candidate is to be informed, intentional, and integrated. ***Informed*** means that the candidate has done the study and research necessary to articulate a rationale for undertaking the particular project and for the particular approach that will be used. This includes the ability to set forth a theological basis for the project. It also involves the ability to draw upon current thinking in the field of the project, or a related field, as well as the educational methods needed to achieve the project objectives. ***Intentional*** means that it is "on purpose." It involves the ability to plan a particular approach to a problem or ministry need, to know what one wishes to accomplish, and potentially the best way to proceed to accomplish that end. ***Integrated*** means that the approach is holistic rather than fragmented. The methodology used is not inconsistent with or contrary to the theological basis for the project. There is the ability to draw from theoretical resources that may or may not be in the field of the project and apply relevant principles to the conceptualizing and implementing of the ministry.

The theological rationale and theoretical presuppositions sections of the prospectus, and subsequent Project Report, are the primary places where the candidate will give evidence of his or her ability to do serious research related to the proposed project. Both of these sections will shape the nature and the method of the Ministry Project. They should be well documented as evidenced in the use of footnotes. In light of that, both will need to be written in their entirety for the prospectus. When writing the Project Report, these sections can simply be included in the final text with whatever additions, changes, or new insights that may have grown out of the project experience.

The candidate is strongly urged to set aside some significant, uninterrupted time to spend in a major library, preferably a theological one. This will enable the candidate to do the kind of reading and research necessary in order to conceptualize the project. Simply using the books from one's own library will not be sufficient. The majority of sources used are to be current, published within the past five to ten years. This would include journals and professional periodicals as well. These would be in addition to those sources that might be considered as classics or standard references in the field. Consulting sources outside of one's own denominational heritage is strongly encouraged.

Some of the preliminary work of searching for sources can likely be done by electronic means. Most seminary and university libraries have online catalogues, which are available and searchable through the Internet. Several seminary and university libraries now have their card catalogues computerized and available through the Internet. However, the candidate will still need to set aside the time to "dig" into the sources. Ideally, the candidate will get away from his or her setting for at least a week to spend in nothing but reading and research. It would be helpful if the candidate would coordinate that time with the chair of his or her project committee. This would allow for consultation with that person during that time. The project chair can frequently help provide guidance regarding key sources as well as assist by discussing with the candidate the direction of the project. Candidates are expected to have spent considerable time in developing the theological rationale and the theoretical presuppositions for the project.

Theological Rationale

A person's ministry should be reflective of and grow out of his or her theology. Most candidates have a theological base that underlies their ideas for the Ministry Project. However, frequently that base may be more intuitive than conscious and intentional. Writing a theological rationale for the project causes the candidate to examine and more clearly articulate his or her theology as it relates to the specific Ministry Project. It also is a way of assisting the candidate to address the issue of having an informed, intentional, and integrated ministry.

There are several suggestions that the candidate will want to consider in formulating and writing the theological rationale for the Ministry Project.

- View the Theological Rationale as Growing Out Of and Based on Biblical Materials.

The Scriptures constitute the basis for the faith and practice of a Christian. The theological rationale is to be built upon the biblical narrative and theological reflection on that narrative. For instance, topics such as the nature of God or the doctrine of revelation will entail a study of various passages of Scripture concerning these matters. Besides biblical study there also is the contribution that has grown over the years from various scholars who helped believers in their day to have a greater understanding of the Scripture and its meanings. So, the theological rationale is to set forth the basic theological premises for the project. It also is to support the project with appropriate biblical material and/or theological insights.

The theological rationale for David Mills' project (see Appendix C) illustrates the above instructions. His project, cited earlier, was to develop five small groups of Christ-followers that integrate unbelievers.

Illustration:

1. God created the church to reach unbelievers

God created the church as His community through whom He reaches others.

2. God blesses a united church with spiritual power

God promises that when His people are united, He will bless them with supernatural power.

3. Unbelievers are drawn to Christ through a process

The Bible shows that the event of transformation was sometimes immediate while at other times it was a process

In some cases, the theological rationale may grow out of a specific passage of Scripture. When that is the case, the passage will need to be exegeted and the exegesis applied to the project.

- Demonstrate Research

Development of the theological rationale involves more than a series of proof-texts. It anticipates strong exegetical work, use of commentaries, and citing of current and past theologians. It also should include authors who have or are addressing similar issues today. Candidates are expected to have read books, journals, periodicals, etc. in drawing upon the resources available. All of this will be documented by the liberal use of footnotes throughout the rationale.

- Present the Theological Rationale as Statements rather than as Phrases

Consider the way Mills states his theological rationale. The statements actually constitute an outline. Candidates should help the reader to know quickly the direction of the theological rationale by formulating the subheadings as statements instead of phrases. Doing so also will help the candidate to clarify his or her thinking in regard to the rationale.

- Limit the Focus of the Theological Rationale

Candidates should limit the focus of the theological rationale so that it is composed of no more than three or four major headings. These major headings should be thoroughly developed and documented. The faculty expects a candidate to be able to identify, state, and deal in depth with the primary theological premises for the project. Given the limited amount of space available for the theological rationale (12-15 pages), one cannot give adequate attention to more than three or four major ideas.

- Relate the Theological Rationale to the Project

In many cases, the theological rationale used to support the project could, in fact, be used to support other aspects of one's ministry. The ideas of God's mission for the church, humanity's need of redemption, the worth of people as created in the image of God, etc. are theological themes which underlie much of every believer's ministry. The candidate needs to indicate in specific ways how the various aspects of the theological rationale relate to the proposed Ministry Project. It also will be helpful if these various aspects are related to each other. Not to make these connections results in theological statements that seem isolated, unconnected, and fragmented when the goal is an integrated whole.

- Recognize Differing Theological Viewpoints

With some theological issues there will be differing viewpoints. For example: In regard to the scriptural teaching regarding the marriage relationship, there are those who take a very patriarchal, headship approach. They tend to emphasize what they understand the teaching of Ephesians 5:22, "Wives, be subject to your husbands, as to the Lord," and others similar passages to be, i.e., that the man is to be the head of the wife and of the family. Others are much more egalitarian in their approach and would interpret the above passage in light of verse 21, "Be subject to one another out of reverence for Christ." On this issue, as well as similar ones where there is a pronounced difference of opinion, the candidate will be expected to be familiar with the arguments or rationale used by both sides, regardless of the position taken by the candidate. This means that one will have read authors whose views are not necessarily in agreement with those of the candidate. One's understanding of the differing viewpoints will need to be reflected in the theological rationale. Further, the particular position taken by the candidate will need to be justified and supported by means of the candidate's research.

Frequently, candidates ask, "What if my theological position is different from that of people on my committee? Will I have to agree with them?" The answer is, "No." The faculty's expectations are set forth in the above paragraph. What this means is that a candidate needs to be informed about the particular issue in question, be able to state both sides of the issue, and be able to support why he or she has taken the particular position set forth in the prospectus and Project Report. Faculty committee members may choose to disagree with the candidate, and may even debate with the candidate about his or her position during the development of the prospectus or in the discussion during the oral, but will respect the candidate's right to take an informed position which is contrary to that of the faculty member.

Conclusion:

The candidate should keep in mind that the theological rationale is at the heart of the project. Everything done in the Ministry Project should be consistent with the stated theological base. This does not mean that every method used must be supported theologically, but it does mean that the methodology employed will be consistent with the basic theology underlying the project.

Theoretical Presuppositions

Theoretical presuppositions refer to any assumptions or theories that the candidate holds which form a basis for the project and/or the project's methods or procedures. These assumptions or theories are to be "informed" assumptions or theories. In other words, the candidate can articulate why he or she is taking the specific approach to the particular project, can validate why the specific methodology which is to be used was chosen, and can support both by means of research. Simply believing that one has a good idea or employing methodology which one has experienced or observed elsewhere will not be adequate. Faculty expectations of D.Min. graduates are that they will base their ministry and ministry methods not only on a solid theological base, but will be able to draw on and integrate appropriate conceptual principles from other religious or secular fields. The theoretical presuppositions section is where the candidate will demonstrate that ability.

As with the theological rationale, there are several suggestions that the candidate will want to consider in the development of the theoretical presuppositions section.

- Recognize the Theoretical Presuppositions as Involving Either the Overall Project Approach and/or the Project's Specific Methods

The theoretical presuppositions will relate to one or both of the following: overall project approach and/or the project's specific methods. The remainder of this section will seek to define and illustrate both of these.

The ***overall project approach*** relates to the specific perspective from which one is approaching the project. For example: A project dealing with marriage enrichment could be approached from several different perspectives. One approach could relate to enhancing listening and communication skills. Another might seek to enrich the marriage by clarifying the roles and expectations of being a husband and a wife. Another might seek to use a family systems approach in understanding marriage and family relations. Each of these would have marriage enrichment as the project's focus, but each would take a different approach and require different theoretical presuppositions.

Daniel Rupp (see Appendix E) provides an illustration of how one candidate used the theoretical presuppositions to support the approach to his project. His project was entitled, "A Model of Associationalism Based on Networking Ministry Teams." The purpose of his project was to implement and evaluate a model of associationalism based on a network of ministry actions teams. This was the second phase of a three-phase process for restructuring the association into a "fully functional association of churches networking for missions and ministry." The focus of the project was upon: (1) training selected pastors and leaders to write ministry objectives for their own local church that support the association's vision statement, (2) associational ministry action teams learning team concepts and networking principles, and (3) the associational council guiding the action teams in developing an associational action plan that offers educational opportunities, training, and ministry involvement specifically designed to support the stated ministry objectives of participating churches. His theoretical presuppositions drew from the disciplines of organizational, communication, and leadership theory. Perspectives from these disciplines influenced his specific methods and procedures.

Illustration:

1. Shared leadership teams improve ownership and participation
2. Networking restores *koinonia* fellowship among churches
3. Empowering others turns followers into leaders[24]

The ***specific methods aspect*** of the theoretical presuppositions relates to providing theoretical bases for the project's methodology and/or procedures. The question being answered is, "Why am I using the specific methodology I have planned for this project?"

There is a wealth of theoretical and conceptual material related to how people change, how adults learn best, how to modify behavior, the time involved to develop new skills or to bring about affective change, etc. Candidates will be expected to understand and draw on relevant concepts in formulating the theoretical presuppositions for the Ministry Project. For example: Malcolm Knowles in his book, *The Modern Practice of Adult Education,* contrasts some of the differences between the traditional means of teaching, pedagogy, and teaching that more nearly meets the needs of adults, andragogy. He identifies four areas in which the assumptions of pedagogy and andragogy differ. The first is in relation to *the concept of the learner*. He says pedagogy views the role of the learner as dependent while andragogy assumes that as adults mature, there is movement from dependency to self-direction. A second difference relates to *the role of the learners' experience.* Pedagogy gives little consideration to the experience of the learner while andragogy views the learner's experience as integral to the learning process. A third difference between pedagogy and andragogy involves *readiness to learn.* According to Knowles, pedagogy assumes that learning should be organized into a fairly standardized curriculum with a uniform, step-by-step progression for all learners. Andragogy views the readiness to learn in relation to life needs, task, or problems. The fourth difference relates to what Knowles calls *Orientation to learning.* Pedagogy's Orientation is seen as acquiring subject-matter content which will primarily be useful at a later time while andragogy's Orientation is that of developing increased competencies which the person will use to achieve his or her potential.[25] If one were to use Knowles' concepts as a part of developing one's theoretical presuppositions, it would involve identifying and explaining those concepts, certainly in more detail than appears here. Then one would apply these concepts to the project as a way of supporting why one was using a specific

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[24] Daniel Rupp, "A Model of Associationalism Based on Networking Ministry Teams" (DMin Project Report, Gateway Seminary, 1997). See Appendix C for a summary of his project.

[25] Malcolm Knowles, The Modern Practice of Adult Education: From Pedagogy to Andragogy (Chicago: Association Press, 1980), 43-48.

methodology that was more andragogical than pedagogical.

David Mills theoretical presuppositions attempted to address the matters of overall project approach as well as the specific methods used (see Appendix C).

Illustration:

1. Working as a team can be more effective than working alone

Mills' supports this presupposition with adequate references that show:

Being part of a team helps us overcome personal weaknesses

Teamwork makes us smarter

Teamwork makes us stronger

2. Excellence and growth come from feedback and accountability to a team

Mills indicates that this theoretical presupposition will be evidenced as "…mutual accountability and feedback will cause the individual members to grow and to sharpen the team as well. This feedback partnered with accountability, I believe, will accelerate excellence and stimulate growth."[26]

Working as a team develops values, beliefs, and habits more effectively than working alone

In stating this presupposition, Mills indicates that his project will attempt to create a specific culture within the groups. His stated goal is to develop "a culture and environment in which believers grow and develop and unbelievers hear the Gospel.[27]

- Apply Other Instructions Regarding the Theological Rationale to the Theoretical Presuppositions

The candidate should apply the instructions given regarding the theological rationale to the theoretical presuppositions section as well.

Demonstrate research

In order to write the theoretical presuppositions section, the candidate will need to do significant reading and research related to the specific approach of the project as well as the methodology to be used. This will need to be reflected in the bibliography as well as in footnotes in this section.

Present the theoretical presuppositions as statements rather than as phrases

It will make it much easier for the reader to follow the train of thought of the writer if the candidate will use statements rather than phrases. Further, doing so will assist the candidate in articulating his or her major ideas.

Limit the focus of the theoretical presuppositions

As with the theological rationale, the theoretical presuppositions should be limited to three

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[26] Mills, 35.

[27] Ibid., 36.

to four major ideas. The faculty expects the candidate to be able to state in a succinct, yet thorough, manner the major theoretical bases for his or her project. In most cases the number of pages required to do this should be approximately the same as that required for the theological rationale (12-15 pages).

Relate the theoretical presuppositions to the project

While the application of the theoretical presuppositions to the project may be quite obvious to the candidate, he or she should not assume that they will be so for the reader. Therefore, the candidate must apply the presuppositions to the project as a whole or to the applicable aspects of the project.

Conclusion:

As should be obvious by now, the whole nature of one's Ministry Project will need to be supported and guided by the theological rationale and the theoretical presuppositions. It is, therefore, imperative that candidates spend the kind of time necessary to read and to do the research needed to inform themselves in depth regarding the various facets of their Ministry Project. Space in the Project Report to reflect this research will be limited (25-30 pages), so the candidate will need to learn how to be concise, yet thorough, in the space available. While the D.Min. degree is not a research-oriented degree, candidates are expected to demonstrate their ability to do ministry that is *intentional, informed*, and *integrated*. While the theological and theoretical sections will be the primary place where one's reading and research will be demonstrated, the project as a whole will be expected to demonstrate these qualities.

GATEWAY LIBRARY RESOURCES

The post-seminar paper should relate to the subject of the seminar. It may be a position paper, research into an area of study or ministry, or a program carried out by the candidate. The paper should be in formal style. Candidates are expected to make use of both library and Internet resources for research. The headings listed under **Research Links** on the GATEWAY Library homepage are excellent avenues to Internet resources. The URL for the homepage is http://library.gs.edu/.

Candidates will benefit by surveying Ministry Project Reports included in Gateway's Library Catalog as well as those at other seminaries. To search for D.Min. Project Reports using the Gateway Library Catalog, go to the GATEWAY Library System homepage:

1. Click on "**Advanced Search**."

2. Enter "**DMin**" *(with periods)* in the first "Search for" field; choose "**as a phrase**" and select **Keyword**

Anywhere in the "Search by" field.

3. Select **AND**.

4. Type "Gateway baptist" in the next "Search for" field; choose "**as a phrase**" and select **Keyword**

Anywhere in the "Search by" field.

5. Click the **Search** button.

A current list of project reports from GATEWAY D.Min. graduates is found in Appendix

M of the *D.Min. Guidebook*.

The following internet research sites can be accessed from the homepage of the GATEWAY Library System: Research in Ministry (RIM Online - ATLA) lists most D.Min. Project Reports completed in North America and each entry includes an abstract. This service is free for students. This service is free for students. For instructions including access, go to the GATEWAY Library homepage (http://library.gs.edu/), and click on **Tutorials, Tips & Guides to Library Research** under **Reference Assistance**. Here clicking on **Searching Guide for D.Min. Projects** will provide the information you need.

Theological Research Exchange Network (TREN) not only provides easily searchable citations for 5,800 project reports and dissertations from a number of theological schools in the United States and Canada but also furnishes a form for ordering these resources in paper, microfiche, or electronically.

In addition, a growing number of TREN full-text project reports are available online through the **EBSCO Religion and Philosophy Collection database**. For a subject search of TREN on this database, do the following:

1. Log into Religion & Philosophy Collection.

2. Click on the **Advanced Search** tab.

3. Click on "**Publications**" button under the "**Choose Databases**" tab at top of the page.

4. In the Browse Publications: box enter "**Theological Research**" and click on **browse** button.

5. Click on Theological Research Exchange Network (TREN): Theses and Dissertations.

6. You will see Publications Details for "Theological Research Exchange Network (TREN): Thesis & Dissertations."

7. Click on **Search** within this publication located above the column listing years.

8. Leave default settings.

9. Enter the rest of your search terms (e.g., "**church planting**") in the box immediately below the first box.

10. Click on "**search.**" For an author or title search, follow the same instructions but enter author's **name** *(last name first)* or **title** in the second level search box and change **Defaults Fields** to **Author** or **Title**.

Also, **ProQuest Dissertations & Theses** provides the first twenty-four pages of thousands of D.Min. projects. For access, go to the GATEWAY Library homepage (http://library.gs.edu/), and click on **ProQuest UMI Dissertations Service** under **Locate Dissertations & Theses**. For further instructions, return to the homepage and click on **Tutorials, Tips & Guides to Library Research** under **Reference Assistance**. Here clicking on **Searching for Dissertations** will provide the information you need. Simply substitute **DMin** for **Ph.D**. in the instructions to access D.Min. projects.

PROJECT EVALUATION

Introduction

Devising accurate and objective evaluation for a D.Min. project is a significant challenge. Ministry, by its very nature, is frequently subjective and often involves the affective domain. Because of the intangible nature of this area, objective evaluation is difficult. Nevertheless, design of the D.Min. project and the writing of the Project Report will require that the candidate give close attention to the development of appropriate evaluative tools and procedures. What follows in this section is intended to assist the candidate in doing that.

General Guidelines

The candidate will want to consider the matter of evaluation from the time that the idea for the project begins to emerge. A question almost every project committee asks is, "How are you going to evaluate this?"

- Use Objectives to Shape Evaluation

As was indicated in the section on writing project objectives, the type of each objective and the outcome sought, as stated in the objective, does much to shape the nature and kind of evaluation needed. Cognitive objectives will require some means for the participants to demonstrate that they know, understand, or comprehend the information that has been communicated to them. Skill objectives will necessitate some type of performance or demonstration of ability. Affective objectives will require the definition of the kinds of behaviors that will serve as indicators of the outcome sought and how those behaviors will be verified.

Illustration:

When David Mills wrote his objectives, he defined his evaluation as a part of the objective. (For the remainder of his objectives, see Appendix C.)

Mills' first objective was to have at least 25 percent of the believers recruited for the small groups to have had conversations with at least three unbelievers about the elements of the Gospel. The objective will be specifically measured by evidence of "conversations about the need of the unbeliever, his or her awareness of sin, the person of Christ, His death, burial and resurrection, and the promises of God to save him or her."[28] :

- Plan Specific Evaluation for Each Objective

Each objective for both the participants and for the candidate will need specific evaluative procedures and/or methods. Usually this will involve more than one evaluative means unless the objective is very concrete and measurable.

- Use Appropriate Evaluative Instruments and Means

When using an inventory, that inventory must be appropriate for the type of measurement stated in the objective. For instance, the "Styles of Leadership" inventory provides some indication about a person's primary and secondary leadership style. On the other hand, the "FIRO-B" will give some indication about a person's possible assertiveness in leadership as well as how the individual may relate as a leader.

[28] Ibid., 44.

This same principle applies to choosing the appropriate evaluative means based on the type of the objective (cognitive, skill, or affective). For example, pre/post-tests are appropriate for measuring cognitive change, but they are not appropriate for demonstrating skill development or affective change.

- Use Objective in Addition to Subjective Evaluation

Frequently, evaluation of D.Min. Ministry Projects tends to be highly subjective. However, as Richard Davies wrote, ". . . although subjective comments should be included in the thesis (report), they should not be the backbone of . . . (the) evaluation."[29] He further states that such evaluation frequently comes from the "romantic tradition" where if one person benefitted and no one was hurt, the program is pronounced as worthwhile.[30] Do not interpret his statements as indicating that comments from participants do not have a place in the Project Report. They do and should be included. Frequently, they add a sense of the personal effect of the project on at least some of the participants. However, these subjective elements should not constitute the primary means of evaluation. Rather, they should support more objective evaluative means.

Questionnaires, which are used by many, are subjective and tend to measure perception rather than fact. If a questionnaire is to be used, factors related to validity and reliability (as outlined in Davies, 121-138) need to be addressed.

The candidate's perception of what occurred with individual participants or as a result of the project is not an unbiased opinion. It is viewed as highly subjective without the presence of some objective criteria or some supporting data.

Following the guidelines outlined by Mager is one of the best ways of attempting to bring a greater degree of objectiveness to the evaluation. Also, consider some of the variety of ways of doing evaluation, some of which are offered as suggestions later in this section.

- Demonstrate the Relationship between the Perceived Change and the Project Methodology

Change in people and situations can occur for any number of reasons. Perceived change in the project participants or the situation addressed needs to be linked to the actions involved in the Ministry Project. The candidate will need to demonstrate that what happened was a result of the project and not because of other variables, or something that might have happened anyway.

- Seek the Expertise of Others

It is appropriate for the candidate to seek the help and/or expertise of other professionals who can assist in developing a more objective means of evaluation for the Ministry Project. Communicate to the project committee the name of the person being used, his or her qualifications, and the role the individual will play. Drawing on such a person's expertise may be a means of further developing the project as well as an opportunity for the candidate to learn from this individual.

- Possible Means of Evaluation

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[29] Richard Davies, *Handbook for Doctor of Ministry Projects* (New York: University Press of America, Inc., 1984), 9.

[30] Ibid.

Different methods of evaluation will enhance the objectivity of the project evaluation. Several different means are listed below; however, the list is not exhaustive. Candidates are encouraged to be creative and thorough in developing evaluative means for their projects.

A. Numerical/Statistical

Some objectives may lend themselves to numerical or statistical evaluations. An objective that seeks to increase attendance by fifty or seeks for a seventy-five percent involvement of all deacons can be easily measured. It is achieved, not achieved, or exceeded.

When choosing specific numbers to state as a part of an objective or evaluation, the candidate should provide a rationale for the specific number chosen. Why that specific number? What percent of the total does it represent? What makes the number chosen an appropriate one for the proposed project?

B. Control Group

Some projects lend themselves to the use of a control group. A control group functions as a comparison group for the test group with which one is working. The composition of the control group and the test group needs be similar so that any comparisons will be of "apples to apples" and not "apples to oranges." At the end of the project, the test group should demonstrate changes not revealed in the control group. (See James Harding's project, "A Program of Local Church Ministry to United States Air Force Families . . ."for an example of the use of a control group.)

C. Inventories/Standardized Tests

Professionally developed inventories or standardized tests that relate to the area of one's project can be helpful in formulating evaluative procedures and drawing conclusions that are more objective in nature. Most such inventories have been tested for reliability and validity.

D. Expert Observer

Someone with expertise in the area of one's project can function as an objective observer. That individual can provide a written evaluation about what occurred during the project as well as the outcome of specific project objectives. Such an evaluation will be viewed as more objective than subjective because of the person's expertise and non-involvement in the project.

The candidate needs to make clear what qualifies the person as an expert. The exact involvement of this person in the project and what opportunities the person had to observe also need to be made clear.

E. Interview

On the whole, interviews tend to be much more objective than questionnaires. Their validity increases when conducted by someone not involved in the project, someone with expertise in the subject, or someone not invested in the candidate and his or her ministry. Such interviews can be used in ways similar to a pre/post-test as a means of determining a change in understanding, behavior, or attitude. (Candidates anticipating using this method will profit from reading *Research in Pastoral Care and Counseling*, 101-105.)[31]

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[31] Larry Vandecreek, Hilary Bender, and Merle R. Jordan, *Research in Pastoral Care and Counseling* (Journal of Pastoral Care Publications, Inc., 1994).

F. Case Study Analysis

Analysis of or responding to a case study at the beginning and end of a training event can provide helpful evaluation. Such assessment may suggest cognitive change, the potential development of skills, as well as possible affective change.

G. Individual Program Planning (IPP)/Individual Learning Contracts or Covenants

There are times when the outcomes being sought for project participants need to be personalized, i.e., not every person has the same need. In those cases the development of individualized plans for learning or change is appropriate. The evaluation at the conclusion of the project then focuses upon to what extent the individual was able to achieve the specific goals he or she set.

Such individualized learning plans generally involve four elements: (1) a need statement(s); (2) a goal statement for each need; (3) steps/actions to be taken to achieve each goal; and (4) evaluation criteria that will validate the achievement of the goal. D.Min. candidates will recognize the similarity of this form to that of their own individualized D.Min. Learning Covenants. (See Frank Zamora's project, "Training Parents to Understand and Apply Principles . . ." for an illustration of the use of IPP.)

H. Observable Change

Changes in behavior, attitude, functioning, or proficiency can be demonstrated. This can occur by using a journal or a log, through personal observation or the observations of others, as well as through feedback from others. The candidate will need to give attention to the issue of the objectivity of the person(s) offering observations and feedback.

I. New/Changed Unit

The creation of a new unit (a new organization or a new group) or a change in an existing unit can be a validation of an objective that had that as its end.

- Reporting the Evaluation

While the candidate will need to indicate in the prospectus the specific evaluative methods planned for the project, it is in the Project Report that the evaluation is reported. What follows are some guidelines and suggestions for reporting the evaluation.

A. Evaluate Each Objective

When writing the evaluation section of the Project Report, the candidate will be expected to evaluate the project objectives. Each objective should be restated in that section of the report and individually evaluated. All of the evaluative means used to determine the achievement of that objective should be reviewed. Comments by participants, the candidate's own personal observations, as well as comments or observations by others that lend weight to the candidate's conclusions should be shared as a part of this evaluation. One must do this kind of evaluation and reporting for each objective for both the participants as well as the candidate. Be careful about making broad generalizations or overstatements that are more a matter of opinion than fact.

B. Assess Strengths and Weaknesses

In addition to evaluating each objective, candidates will want to indicate and assess the strengths and weaknesses of the project or various aspects of the project. What surprises, if any, occurred? What things did not go as planned and why? What pre-project assumptions proved to be untrue? What changes had to be made during the duration of the project and why? A part of what the candidate must do in the evaluation section is to demonstrate his or her competence to do critical reflection, analysis, and assessment.

C. Include Inventory/Questionnaire Results

When inventories and/or questionnaires are used, the raw data from those instruments must be included in the appendices. Typically this can be done by providing cumulative totals or a listing of the various responses on a sample of the instrument or in a table. The reader needs to have an opportunity to see the responses and to evaluate how well they substantiate the conclusions being drawn by the candidate.

When reporting on the results of these instruments in the text of the report, the candidate will want to interpret his or her understanding of the raw data. What do the responses demonstrate? What conclusions can be drawn from the data? What questions does the data raise? There should be enough information in the body of the text that the reader can understand what the candidate is communicating without having to turn to the appendix from which the information has been drawn.

D. Indicate Personal Growth

The evaluation section of the Project Report should reflect the personal growth of the candidate in doing the project. Much of this will relate to the evaluation of the personal objectives. However, the candidate also needs to relate what new skills or abilities were developed or enhanced. What new personal insights were discovered? How has the candidate changed as a result of doing the project?

E. Indicate Future Changes or Applications

A critical analysis of the project will include the specific changes the candidate would anticipate making in future implementations of the project. What things would be done differently and why? Have new applications for all or portions of the project been discovered? What does the candidate see as future uses of the project or the project's ministry?

Conclusion:

As should be obvious by now, significant attention must be given in the conceptualization of the project to the development of appropriate evaluative procedures and methods. One's ability to demonstrate the success and effectiveness of one's project will be dependent upon the effectiveness of the evaluation used. Then, when writing the Project Report, the candidate will want to draw on all of these evaluative means as a way of conveying what happened in the project

INITIAL AND FINAL PROJECT PROPOSALS

Candidates should submit a proposal of a project that is worthy of D.Min. level work. The process for submitting the proposal and receiving approval is outlined below.

The candidate submits an initial proposal **(see Forms folder: 08 Ministry Project)** to the D.Min. Office one month before the Project Seminar (DM422). This form should be sent via email.

The Cohort Director appoints a project committee for each candidate.

The candidate's project committee and the Cohort Director meet, decide on the viability of the project. The project committee chairperson notifies the candidate and communicates the decision of the committee and raises the candidate's consciousness about concerns and resources related to the proposed project.

WRITING THE PROSPECTUS AND THE PROJECT REPORT

Introduction

Competent and effective ministers need to be able to communicate effectively in writing. The ability to convince the committee of the viability of one's project will largely be determined by the expression of ideas contained in the prospectus. The effectiveness of one's ministry through the project will be of small consequence to the larger Christian community if the ideas employed and the actions taken cannot be clearly communicated to others in writing. This section will present guidelines for writing the prospectus and the Project Report as well as offering some basic writing suggestions.

Writing the Prospectus

The prospectus is the comprehensive design the candidate will follow in conducting the project. While limited in length, it nonetheless is expected to address all aspects of the project, thereby indicating the candidate's awareness of the issues involved. The candidate should submit the prospectus to the D.Min. office at least 11 months prior to his/her anticipated graduation date.

The form and style of this document should follow the guidelines of Kate Turabian, *A Manual for Writers*, (most recent edition). If there is an issue not covered by Turabian, the candidate should refer to *Manual of Style*, Chicago, University of Chicago Press, 2007. It should contain **no more than 50 pages** including bibliographies, but excluding appendices, samples of evaluation instruments, questionnaires, etc. Typed lines should be double-spaced. The preferred style of writing is the active voice. (See William Strunk, *The Elements of Style*, and Robert Gunning, *The Technique of Clear Writing*.)

A. Content of the Prospectus

1. Title Page

See Turabian[32] A.2.1 [377-79; 386]. Note that the letters are all capitals.

2. Approval Page

See the sample Approval Page.

3. Acknowledgement Page

See the sample Acknowledgement Page. The signature of the Field Mentor should be obtained before submitting the prospectus, indicating that he or she has read and discussed the contents with the candidate.

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[32] Kate L. Turabian, *A Manual For Writers,* 8th edition (Chicago: The University of Chicago Press, 2007).

4. Table of Contents

See Turabian A.2.1 [380; 387-88].

5. Introduction

The introduction sets forth the background necessary to understand the rationale for the specific project.

The introduction sets the stage for the project. It provides the background which the reader needs to understand the ministry setting--location, number of people, socio-economic and educational level, etc. It may contain some of the history that is necessary to understand the present situation. The candidate should assume that the reader knows nothing about the setting and provide the information necessary for any person to understand what will appear in the remainder of the prospectus.

6. The Problem

The problem indicates the specific ministry need(s) which the project is designed to address.

This section indicates why this project needs to be done. What is the issue or concern the candidate is seeking to address? Why does it need to be done at this time? What part will this project play in the greater, long-term ministry of the setting?

7. The Purpose

The purpose is the general statement of what the candidate hopes to accomplish by means of this project.

See Project Purpose and Objective Statements section above for a discussion of the purpose statement.

8. The Theological Rationale

In this section the candidate is expected to provide his or her understanding of the biblical and theological foundation for the project. This section is to be more than a series of proof texts. It should draw not only on the teaching of Scripture, but also on biblical commentaries, church history, and past and current writings of theologians and church men and women. As such, evidence of wide reading in the area of one's project is expected along with appropriate citing of references. This section of the prospectus should be written in its entirety, ready for inclusion in the final Project Report. As new insights and understanding occur during the project, those changes may be made and included in the final Project Report.

See Theological Rationale and Theoretical Presuppositions section above for an expanded presentation regarding the Theological Rationale.

9. The Theoretical Presuppositions

Theoretical presuppositions refer to any assumptions or theories which the candidate holds which form a basis for the project and/or the project's methods and procedures. Theoretical presuppositions also refer to any theoretical studies or material in the field of the project or some related field which the candidate is using as a base for the project and/or its methodology. The candidate is expected to demonstrate awareness, understanding, and application of relevant theoretical material. As with the theological rationale, the theoretical presuppositions section will need to be written in its entirety, ready for inclusion in the final Project Report.

See Theological Rationale and Theoretical Presuppositions section above for an expanded presentation regarding the Theoretical Presuppositions.

10. Specific Objectives

This section should set forth the specific objectives or outcomes which the project is designed to accomplish. The objectives should relate to the ministry setting and/or the people involved in the project as well as the personal objectives for the candidate. The objectives are to be as specific and measurable as possible. They should indicate what specific change(s) in attitude, in behavior, in the ministry setting, in the candidate, etc. which the candidate wishes to accomplish. The objectives should be consistent with the theological rationale, the theoretical presuppositions, and the procedures and methods.

See Project Purpose and Objective Statements section above for an expanded presentation regarding Project Objectives.

11. Procedures and Methods

In this section, the candidate will indicate the specific methods and procedures which are envisioned for the project. These should be consistent with and grow out of the theological rationale and the theoretical presuppositions.

This section should clearly set forth exactly what the candidate anticipates doing during the implementation of the project. What methodology does the candidate anticipate using--lecture; small groups; hands-on-training; reading; activities which lead to individual, personal discovery; individual

Learning Covenants; mentoring relationships, etc.? How many sessions will be held; how long will each session be; where will they be held; and what will be the focus of each session? In other words, how does the candidate envision accomplishing what the project is designed to accomplish. The reader should not have to guess what the candidate will be doing during the project. In a clear and detailed way, the procedures should be set forth in this section.

The methodology employed should be reflective of and consistent with one's theoretical presuppositions. (See Theological Rationale and Theoretical Presuppositions section above.) It should be an ***informed*** methodology. It is not sufficient just to employ methods one has experienced in other places without demonstrating an understanding of the appropriateness of the methodology for this specific project. Evidence of an understanding of the ways in which people learn, change their behavior and/or attitudes and values, develop skills, as well as the time needed to accomplish each of these things should be reflected in the methodology employed.

The appendices of the prospectus are an appropriate place to provide samples of lesson plans, individual session agendas, lecture notes, and anything else which may ultimately be a part of the Project Report but which would help the committee to understand exactly what the candidate will be doing.

12. Tentative Chapter Headings of the Ministry Project Report

This will be a statement of the anticipated chapter headings of the Ministry Project Report.

Appendix G, in addition to the Writing the Project Report section below, provides a suggested order for writing the Project Report. The purpose of this section of the prospectus is for the candidate to present what he or she envisions the structure of the final report to be and to give the committee an opportunity to advise, if needed.

13. Evaluation and Criteria Instruments

The candidate will indicate the evaluative criteria and instruments, both objective and subjective, which are to be used to demonstrate that the candidate achieved the objectives of the project. Examples of any instruments may be placed in the appendices.

See the Project Evaluation section for an expanded discussion of what is needed in this section.

14. Dateline Schedule of the Project

The candidate will indicate the projected dates, from beginning to end, for the various activities involved in the project.

This provides a time line for the project. It would be well if this time line began at the point of receiving approval of the project proposal and continued through to the time of the project oral. It should include all the major elements related to the implementation of the project and the writing and submission of the Project Report.

15. Appendices

The appendices should contain anything which will help to clarify any aspect of the project. This may include such things as pre/post-tests, evaluative instruments, etc.

Anything that the candidate anticipates using in the project and which may be included in the appendices as a part of the Project Report can be included in the project prospectus. This provides the committee an opportunity to provide some feedback and evaluation about that material prior to its use in the project.

16. Selected Bibliography

The bibliography will indicate the resources the candidate is using in formulating the project.

The bibliography should include not only those sources that are referenced in a footnote but also other sources that have contributed to the shaping of the candidate's thinking in relationship to the project. This should not be taken as a means of "padding" a bibliography but should be an honest reflection of those authors and works which have contributed significantly to the shaping of the project and its methodology. If a source appears in a footnote, it also must appear in the bibliography.

As indicated in the "Introduction" to the Theological Rationale and Theoretical Presuppositions section, the majority of sources cited in the bibliography should be current sources, published within the last five to ten years. One would expect to find in the bibliography commentaries related to Scripture passages used as well as works by theologians, living and dead. Classics, as well as standard references in the field of the project, should appear. Candidates are expected to go to original sources rather than using secondary sources.

B. Submission of the Prospectus

To stay on track with the cohort anticipated graduation date, the candidate is to email their prospectus to the D.Min. Office approximately 180 days after the conclusion of the project seminar. The candidate should not plan to begin the project for at least sixty days from the submission of the prospectus. This is to allow time for any adjustments in the proposed project methodology or in portions of the prospectus.

Writing the Project Report

Writing the Project Report is the final step in the requirements related to the Ministry Project prior to participating in the oral exam. As indicated in the introduction to this section, the discoveries and the learning derived by the candidate from the project will be of little value to others unless those findings and results are effectively communicated in writing. What follows is intended to assist the candidate in understanding the elements that must be included in the Project Report. A suggested order for the content of the Project Report appears in Appendix G of this Guidebook.)

A. Contents of the Project Report

1. Title Page

See Turabian. A.2.1 [377-79; 386]. Note that the letters are in all capitals. The title of the report must be the same as the prospectus title.

2. Approval Page

See the sample, Appendix H.

3. Field Mentor Acknowledgement Page

This page is optional. The candidate may choose to have their Field Mentor review their Project Report and acknowledge it.

See the sample, Appendix I.

4. Table of Contents

See Turabian A.2.1 [380; 387-88]. Note that a list of the appendices appears as a part of the Table of Contents. Divisions and subdivisions in the chapters must be the same as in the table of contents.

5. List of Tables and Figures

See Turabian A.2.1 [382-383; 388-389].

6. Abstract

See Turabian A.2.1 [390-391] and ATLA Submission Form **(see Forms folder: 09 Graduation)**. The abstract is limited to one hundred words or less and must follow the guidelines in the ATLA Submission Form.

7. Material from the Prospectus

Much of the material from the prospectus can be used in the Project Report, without revision. The candidate should be able to move the following sections directly into the Project Report: introduction, problem, purpose, theological rationale, theoretical presuppositions, and the project plans/procedure and objectives. These may require some rearrangement, depending upon the structure of the report. They also may need some further editing or expansion in order to add clarity or new insights.

8. Report on Project Implementation

This section should recount what the candidate did in the project. It should be recorded in such a way that anyone who reads this section will have a clear understanding of the events that took place. The narrative should be such that an individual could take what is recounted and be able to reconstruct that same event in another ministry setting if the person so desired.

The candidate needs to do a good job of "telling his or her story." What were the elements of each session--agenda, time frame, subject, etc.? What specifically did the candidate present? What happened each time the participants met? What did people say that indicated progress or lack of progress? Include data summaries from inventories listed in the appendices, if appropriate.

The candidate will need to be careful about mixing evaluation into this section. In the words of Joe Friday of "Dragnet" fame, "Just the facts, ma'am! Just the facts!"

9. Project Evaluation and Analysis

See Project Evaluation section for specific instructions regarding the evaluation section.

10. Conclusion

The nature of the conclusion will vary with the candidate and the Ministry Project. However, this section should be a means of bringing the report to a close and including any final thoughts or insights.

11. Appendices

The candidate should place in the appendices any materials used in the project that will assist the reader in understanding what occurred. This can include enlistment letters to the project participants, illustrations of inventories/questionnaires along with cumulative results or responses, copies of handouts, outlines of presentations or sermons used, samples of participants' covenants, etc. Each appendix will need to be identified with a letter or a number and have a title (see Turabian 1.39-1.45).

12. Bibliography

See previous section, item 15.

13. Personal Data Sheet

See Appendix J, for the prescribed form

B. Submission of the Project Report

1. An electronic copy and three unbound copies of the report on regular paper are to be submitted to the D.Min. by February 15 for spring graduation or by September 15 for fall graduation. The office may also request hard copies to be mailed in.

2. The report will be evaluated by the following people:

Project Committee Members

Cohort Director

C. Scheduling of the Oral Examination

1. Upon the receipt of the final copies of the Project Report, the D.Min. Office will arrange an oral for the candidate with the project committee during which the Ministry Project

Committee will examine the candidate on the basis of the Ministry Project Report. All orals will need to be completed by at least thirty days prior to graduation. The project committee will evaluate the candidate's implementation of the project, theological learning experiences, personal growth, development of professional skills, and presentation of the report. The Ministry Project Committee must be unanimous to approve. An outside reader will read the Project Report for matters of form and style. The list of those corrections, along with any which may be required as a result of the oral, will be given to the candidate at the conclusion of the oral.

2. The D.Min. Director or someone whom he/she designates, serves as *ex-officio* in the oral examination.

3. The project and the Project Report will be evaluated on one of the following levels:

a) Acceptable

b) Acceptable with revisions

c) Not acceptable without major revisions and rewriting

d) Not acceptable

4. Normally, evaluation in categories "a" and "b" will permit the candidate to plan for graduation. If category "c" is chosen, graduation will not be permitted prior to an examination based on revisions. If the committee's evaluation is category "d," the committee will recommend that the candidate do another project or recommend to the faculty that the candidate be terminated.

D. Submitting the Final Report

Following the oral examination, the candidate will make all required corrections to the written report and will submit an electronic copy of the final Project Report to the D.Min. office for the project committee chair to approve. After approval, the candidate will submit one electronic copy as well as three (four for non-Ontario campuses) unbound hard copies. The hard copies must be printed on 100% cotton, 20lb, white paper. The final report is due to the D.Min. Office seven days prior to graduation, or by the specific due-date determined by the Committee. If the candidate wishes to include the Field Mentor Acknowledgement page, they are responsible for obtaining their field mentor's signature. The D.Min. Office will obtain the Project Committee's signatures.

E. Submission for the ATLA Index Board

So that the Project Report can be included in the *Index and Abstracts of D.Min. Reports and Theses*, the candidate will be required to submit the following:

1. ATLA Submission Form (see Forms folder: 09 Graduation)

2. An abstract as outlined in the Submission Form

3. Photocopy of the title page

4. Photocopy of the table of contents including any separate listing of supporting materials

F. Submission for Theological Research Exchange Network (TREN)

So that the Project Report can be included in the TREN, the candidate will be required to submit the TREN Submission Form **(see Forms folder: 09 Graduation)**.

Writing Guidelines for Form and Style

There are a number of miscellaneous matters related to writing the prospectus and Project Report to which the candidate will want to give attention. What follows are some of the primary concerns:

- Official Style Guide

Turabian, Kate. *A Manual for Writers*, (most recent edition), Chicago: University of Chicago Press, is the official guide for the form and style of the report. If the candidate needs further assistance, consult *Chicago Manual of Style*, (latest Edition).

- Organization and Flow

The Project Report is not only to be a report of what took place but an analysis as well. It should relate what happened in the project, what happened to the people involved, what happened to the candidate, the reasons for the changes, as well as what growth occurred. The Project Report should indicate how well the candidate performed, as well as whether the project succeeded.

The organization of the prospectus and the Project Report should produce a logical, sequential, and natural flow of ideas. The documents should be understandable to anyone who reads them, whether the person has knowledge of the subject or the ministry setting. This requires basic writing skills such as: clear and concise sentences, grammatically correct sentence structures, paragraphs which focus upon and develop a single idea, and subheading and divisions which expand upon a central idea or theme.

Candidates are expected to make good use of transitions. Think of them as "road signs" that tell the reader what to anticipate ahead, when certain markers have been passed, as well as where the reader has been. Introductory sentences at the beginning of a section stating the main ideas of the section will aid the reader. When setting forth a certain number of points, use "first," "second," "third," etc. to assist the reader in being able to identify each point. Likewise, concluding statements combined with a statement about the direction of the next section provides a bridge between the sections.

Sentence length should be no more than twelve to fifteen words, as a general rule. Longer sentences are more difficult to understand. One-sentence paragraphs are not proper except for very special emphasis.

- First or Third Person

Writing in either first person or third person is acceptable. However, whichever the candidate chooses, there must be consistency throughout the paper. One cannot switch back and forth between the two.

The use of the editorial "we," "us," and "our" should be avoided unless one defines the specific people to whom those terms apply. For example, "We know that . . ." is inappropriate. Who constitutes "we"?

- Fact and Opinion

Candidates should differentiate between fact and opinion. Facts can be verified and substantiated. They usually require a footnote to indicate the source. Opinions should be identified as such along with some rationale for the opinion. The prospectus and the Project Report are formal papers. One will not be allowed to make broad generalizations and state opinions as facts. Candidates will be expected to verify and support statements contained in the papers.

- Verb Tense

Since major portions of the prospectus will be moved directly into the Project Report, candidates should consider using the future tense (or the tense that was used in writing the prospectus) for those sections of the report. When relating what happened during the implementation of the project and in the evaluation section, use the past tense.

- Inclusive Language

Inclusive language is to be used in the writing of the prospectus and the Project Report. Terms such as “he,” “him,” “man,” “mankind,” etc. for many years were viewed as representative of all people. That is no longer the case. Inclusive terms are: humans or humanity, person or people, individual or individuals, chair or chairperson, etc. (See *Harbrace College Handbook*, Twelfth Edition, 62-63, 205-206). The use of the masculine pronoun for Deity has not changed.

- Identity of Project Participants

Since a copy of the Project Report will be available in the library, it may be well for candidates to find ways of protecting the identity of project participants. The use of pseudonyms, numbers, or letters to designate individual participants is appropriate.

- Scripture Citations

Scripture citations can be placed as in-text (parenthetical) citations. Note that the placement of the period for the sentence is outside the parenthesis (Turabian, 16.4.3 [157-158]).

The translation or translations of the Bible to be used in the text should be identified with a footnote at the first Scripture reference. Assuming the use of the same translation throughout the text can be noted in that footnote. In this way one can avoid the use of abbreviations following each Scripture citation indicating the specific translation.

Turabian has some explicit rules regarding Scripture citations. One is to spell out the names of books of the Bible when referring to *whole* chapters or whole books. Otherwise, exact references are to use abbreviations both in the text as well as in references. (See Turabian 24.6 [340-341]; 24.6.1-4 [341-343].) A list of abbreviations for the books of the Bible appears below.[33]

OLD TESTAMENT

Genesis	Gen.	Proverbs	Prov.
Exodus	Exod.	Ecclesiastes	Eccles.
Leviticus	Lev.	Song of Solomon	Song of Sol.
Numbers	Num.	Isaiah	Isa.

[33] *The Chicago Manual of Style*, 13th edition (Chicago: The University of Chicago Press, 1982), 14.34.

Deuteronomy	Deut.	Jeremiah	Jer.
Joshua	Josh.	Lamentations	Lam.
Judges	Judg.	Ezekiel	Ezek.
Ruth	Ruth	Daniel	Dan.
1 Samuel	1 Sam.	Hosea	Hos.
2 Samuel	2 Sam.	Joel	Joel
1 Kings	1 Kings	Amos	Amos
2 Kings	2 Kings	Obadiah	Obad.
1 Chronicles	1 Chron.	Jonah	Jon.
2 Chronicles	2 Chron.	Micah	Mic.
Ezra	Ezra	Nahum	Nah.
Nehemiah	Neh.	Habakkuk	Hab.
Esther	Esther	Zephaniah	Zeph.
Job	Job	Haggai	Hag.
Psalm (singular)	Ps.	Zechariah	Zech.
Psalm (plural)	Pss.	Malachi	Mal.

NEW TESTAMENT

Matthew	Matt.	1 Timothy	1 Tim.
Mark	Mark	2 Timothy	2 Tim.
Luke	Luke	Titus	Titus
John	John	Philemon	Philem.
Acts	Acts	Hebrews	Heb.
Romans	Rom.	James	James
1 Corinthians	1 Cor.	1 Peter	1 Pet.
2 Corinthians	2 Cor.	2 Peter	2 Pet.
Galatians	Gal.	1 John	1 John
Ephesians	Eph.	2 John	2 John
Philippians	Phil.	3 John	3 John
Colossians	Col.	Jude	Jude
1 Thessalonians	1 Thess	Revelation	Rev.
2 Thessalonians	2 Thess.		

- Copyright

No D.Min. Project Report is copyrighted. To do so would eliminate it from appearing in the *Research in Ministry Index.* The material remains the property of the candidate. Therefore, if the candidate wishes to publish material that grows out the Ministry Project, the person is free to do so.

- Miscellaneous Instructions

1. Footnotes: While Turabian allows for in-text citations, a footnote at the bottom of the page is the expected style. The one exception is Scripture citations that can appear as in-text citations as indicated earlier in this section. End-of-chapter footnotes are not proper.

2. Font: Use Times New Roman, 12 point throughout. (This includes all chapter titles, headings, subheadings, etc.)

3. Margins: Margins for the Project Report are to be a 1½" left margin with a 1" non-justified right margin as well as a 1" top and bottom. **These margins are important for binding.** Word processing programs such as Word which place the page number at ½" as the default setting will need to be changed so that the number is placed according to Turabian A 1.4 [375-376]

4. Templates: Add-on Software templates are available which make the task of achieving proper Turabian form easier. The D.Min. program personnel do not endorse any particular software program.

5. Text: The length of the prospectus should not exceed 50 pages, plus appendices and bibliography. The total number of pages of text for the Project Report is to range from 50-100 pages, excluding the appendices and bibliography.

6. Titles: Do not list titles such as "Dr." before the author's name. In the first citation, use the author's first and last name. Thereafter, refer to the author by last name only.

7. Commentaries: There is considerable confusion about how works should be cited. Ordinarily, especially with biblical works, it is best to list these under the **author** rather than the editor. The following are examples of the recommended form for footnotes and bibliographical entries:

Frank Stagg, "Matthew," in *General Articles; Matthew-Mark, The Broadman Bible Commentary*, Vol.8 (Nashville: Broadman Press, 1969), 61.

Markus Barth, *Ephesians: Introduction, Translation, and Commentary on Chapters 1-3,* The Anchor Bible, vol. 34 (Garden City, NY: Doubleday and Company, Inc., 1974), 21.

Bibliography:

Stagg, Frank. "Matthew." In *General Articles; Matthew-Mark. The Broadman Bible Commentary*, vol.8 Nashville: Broadman Press, 1969.

Barth, Markus. *Ephesians: Introduction, Translation, and Commentary on Chapters 1-3.* The Anchor Bible, vol. 34. Garden City, NY: Doubleday and Company, Inc., 1974.

8. Numbering Sequence Exception. Gateway Seminary allows candidates to use continuous numbering throughout the Project Report. This is an exception to Turabian 8.12 that requires writers to restart numbering at the beginning of each new chapter. Page numbers are to appear on all pages of the manuscript except blank sheets at the front and rear. For first pages of

major subdivisions, the number will be placed at the bottom in the center.

9. Print Quality. Prospectuses and Project Reports must be submitted in a laser or near laser quality print. The candidate should submit a print sample to the D.Min. Office if he or she is unsure as to its acceptability. The committee will give final approval to print style and font if there are any questions regarding either.

10. Limiting Factors. Sufficient identification, definitions, and statement of limiting factors should appear in the first few pages.

11. Avoid common writing errors, such as:

Wordiness

Preachy rhetoric

Inconsistency of verb tenses, capitalization, and quotations

Unwarranted assumption of reader knowledge

Inappropriate use of personal pronouns, "I" and "we," especially in descriptive passages

Use and overuse of "there" and "this" without clear identity of referent

Clichés and archaisms

Expansive overstatements ("Everyone knows that . . .")

Unwieldy and lengthy sentences

Passive verbs (is, was, etc.)

CONCLUSION

The D.Min. Ministry Project will likely require more reading, study, and concentrated effort on one aspect of ministry than the candidate has ever experienced before. Hopefully, it will result in significant personal growth as well as a very meaningful and fulfilling ministry experience.

Ideally, what the candidate must do to prepare for writing the prospectus, implementing the project, and then writing the Project Report will begin to set a pattern for the way in which he or she does ministry as a routine practice--in an informed, intentional, and integrated way. It is our desire that this Ministry Project section contribute to that end.

APPENDIX A: RECOMMENDING A FIELD MENTOR

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IMPORTANT GUIDELINES

- If possible, please submit two or more names for consideration, ranked by priority, along with a brief explanation for your recommendations.
- The Cohort Director will do the actual enlistment of the mentor. Given his contacts in various states, he may have some additional possibilities to discuss with you.
- In some cases, the Cohort Director will organize nearby D.Min. candidates under a single field mentor in a Peer Ministry Group.

FIELD MENTOR IDEALS

As you consider people to recommend to the Cohort Director as a possible Field Mentor, please consider the following ideals:

- Graduate of an accredited seminary (preferably with a doctorate, but not absolutely necessary)
- Active in ministry (retired people excepted)
- Has at least 5 years ministry experience following seminary graduation
- Can serve as something of a ministry model or mentor
- Has the ability to help you reflect (The Mentor's approach with you will be more one of asking insightful questions and offering perceptions than one of telling and giving advice.)
- Has the ability to confront in a caring way (Confrontation is an expression of caring. Because of a previous or present relationship or because of your respective positions and/or roles, the Mentor will not hesitate to help you consider attitudes, actions, or areas that need examination.)
- Will help you to consider issues related to self as well as ministry (This program focuses both on the person of the minister as well as the tasks of ministry. The Mentor will need to be proficient in addressing both areas.)
- Available to meet with you an *average* of one hour per week

APPENDIX B : WRITING A LIFE HISTORY

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Reflecting on your Life History will be an important beginning to your D.Min. Program. It also will help your Field Mentor and the Cohort Director give feedback during your D.Min. pilgrimage.

The Life History should be typed, double-spaced, and Times New Roman font (size 12). There is no specified length. It should address the issues listed below. **THE LIFE HISTORY SHOULD BE EMAILED TO THE D.MIN. OFFICE AT LEAST ONE MONTH PRIOR TO THE BEGINNING OF THE FIRST SEMINAR.**

PURPOSE

There are several ways your Life History will be important to you.

A. It will give you new appreciation for your life's pilgrimage and where God has been at work throughout your life journey.

B. You will gain self-understanding, self-appreciation, and self-confidence. Often during the writing of the Life History, D.Min. candidates have understood important parts of their lives for the first time. The Life History often indicates patterns which are operative in life but have not been apparent before.

C. The Life History helps candidates get in touch with feelings, life scripts, family patterns, and operational theology.

D. The Life History is an opportunity to share yourself so that the Cohort Director and Field Mentor can help you find direction early in your D.Min. Program.

WHAT TO INCLUDE

The Life History should be basically sequential to show your life's pilgrimage. Below are elements which you may find helpful to include at appropriate points.

A. Home Life

You may describe your grandparents, parents, and siblings (particularly their ages in relation to you). Who were you close to, not close to, and why? Who were you named after in your family? What did you learn about God, Jesus Christ, and the church in your family? What did you learn about marriage, commitment, and faith in your family? What are some of the life symbols and myths which have been influential in your life and in the life of your family?

B. Heritage

Your cultural, ethnic, and religious heritages will help indicate your background. Describe your faith journey. Who was most influential and why? What factors led you to ministry?

C. Feelings

Your feelings are important, especially those you experienced at particular times in your life. Often candidates discover feelings which have been buried for years. Feelings are what touch you deeply. They include one’s joys, fears, hurts, distrust, anger, etc.

D. Dreams

Our dreams and hopes in the various stages of our lives explain many of the things we have done and hope to do. Please describe how your dreams have developed and how you utilize dreams personally and professionally.

E. Relationships

What relationships have most influenced you during your lifetime and why? What aspects of these relationships continue to affect you in your relationships with others today?

F. Marriage and Family

Describe your family of origin (birth family) and your "now" family. How do you and your family play and pray together? How do you support your family, and how do they support you? What factors help or hinder this support?

G. Education

The D.Min. presupposes that education is a significant part of your pilgrimage. Your perception of this is important as well as the education. You may want to include what education has and has not done for you and what you hope to gain in the D.Min. experience both theoretically and practically.

H. Development

Since life is a pilgrimage, your spiritual, physical, intellectual, and emotional developmental process is important. This includes your faith, your call, identity, and self-esteem. Describe your development process as best you understand it.

I. Success and Failure

Since everyone has had both success and failure, it is important to describe what you have learned through those experiences, personally and professionally. How do you utilize what you have learned in your pastoral care of others who face success and failure in their lives?

J. Vocation(s)

What vocation or vocation(s) have been or are important in your life and why? What factors have enabled you to distinguish God's call from your wishes?

K. Turning Points\Critical Events

EACH OF US HAS HAD CRUCIAL EVENTS IN OUR LIVES WHICH WERE TURNING POINTS. CRITICAL EVENTS SUCH AS ILLNESS, DEATHS, HONORS, OR CONFLICTS HAVE SHAPED US. THEY OFTEN EXPLAIN HOW WE GOT WHERE WE ARE. WHAT HAVE BEEN SOME OF THOSE TURNING POINTS\CRITICAL EVENTS IN YOUR LIFE AND IN WHAT WAYS HAVE THEY BEEN SIGNIFICANT?

APPENDIX C: INTEGRATING UNBELIEVERS INTO SMALL GROUPS [34]

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PROBLEM:

The church has seen many people (more than 1500) make a decision to become a believer in Christ. However it has only integrated about 30% of those who have made a profession of faith. We need a more effective strategy for both the decision and the follow up of each person who chooses to believe in Christ as their Savior. We need a strategy that any Christian can use to introduce their unbelieving family members and friends to the Gospel and then have a natural way to follow them up so that they can live a lifestyle of following Christ.

PURPOSE:

The purpose of this project is to develop 5 small groups of Christ-followers that integrate unbelievers. Unbelievers begin to attend, build and deepen friendships, are exposed to the Gospel, and then have an opportunity to become a follower of Christ.

THEOLOGICAL RATIONALE:

1. God created the church to reach unbelievers

   God created the church as His community through whom He reaches others.

2. God blesses a united church with spiritual power

   God promises that when His people are united, He will bless them with supernatural power.

3. Unbelievers are drawn to Christ through a process

   The Bible shows that the event of transformation was sometimes immediate while at other times it was a process

THEORETICAL PRESUPPOSITIONS:

1. Working as a team can be more effective than working alone

   Being part of a team helps us overcome personal weaknesses

   Teamwork makes us smarter

   Teamwork makes us stronger

2. Excellence and growth come from feedback and accountability to a team

   Accountability and feedback causes individual members to grow and to sharpen the team

   Accountability and feedback accelerates excellence and stimulate growth

   Accountability and feedback will produce greater skills and multiply the groups.

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[34] Mills

3. Working as a team develops values, beliefs, and habits more effectively than working alone

The culture of the team enhances and brings the acceptance of the values, beliefs, and habits taught and modeled by a leader and its community.

The culture of the small groups becomes a fertile and reproductive environment

What is passed on to the next generation of a group is the result of the culture of that group,

PROJECT OBJECTIVES:

Project Participants

At least 25 percent of the believer recruited for the small groups will have had conversations with at least three unbelievers about the elements of the Gospel.

At least 25 percent of the believers will have prayed at least once per week for their friends and family members to become followers of Christ.

At least 25 percent of the participants will have invited at least three unbelievers to a small group they attend.

Personal Objectives

I will have built at least three friendships with unbelievers

I will have created a training manual that all the members of the group can use.

I will have provided leadership by problem solving when things are not making progress.

PROCEDURES AND METHODOLOGY:

The project was built around eight primary stages.

The project will begin with two days of training and orientation.

After the project training, there will be prayer times in which the participants will be involved in one day of prayer and fasting each month during the project for a total of three separate days.

This project will be conducted on the job, as they are living it out in the small groups.

The small groups will be in united prayer for those in their *oikos* or circle of influence who are not yet believers.

Once the unbeliever is attending the small group, the believers in the group will practice the ideas that create belonging and acceptance into the group.

Once unbelievers feel that they belong, they will be asked to practice prayer, be involved in the discussions of the Biblical content, and even make decisions to obey what they learn from the Bible before actually becoming a follower of Christ.

Time will be allowed for the Holy Spirit to work in these people until they become aware of their deep need of Christ and then make the decision to follow Him as their Lord and Savior.

A group leader will monitor each of the five groups; the group leader will report to me on a weekly basis.

EVALUATION:

Project Participants

At least 25 percent of those involved praying for their connect list.

At least 25 percent of the participants involved in having spiritual conversations with their connect list.

At least 25 percent of the participants actively involved in inviting their connect list to their small group or to the large church services.

Project Director

Spent at least half an hour each week with three unbelieving men in order to build friendships.

A manual for training our people in how to reach unbelievers through a relational model as well as to help them understand why we use this method.

Utilizing my leadership to solve the problems and failures that I addressed during this project

APPENDIX D: A MODEL OF ASSOCIATIONALISM BASED ON NETWORKING MINISTRY TEAMS[35]

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PROBLEM:

The prevailing associational paradigm has reached the declining side of the life cycle curve. New models of associationalism are needed. The project is designed to provide a functional model of associationalism based on churches networking for missions and ministry. Problems related to the implementation of this model are: churches unaccustomed to sharing their needs, lack of understanding as to the nature of team basics, and lack of communication among churches that will enable them to identify ministry objectives and training needs.

PURPOSE:

The purpose of the project is to implement and evaluate a model of associationalism based on a network of ministry action teams. (This project is phase two of a three-phase plan.)

THEOLOGICAL RATIONALE:

1. Autonomous local churches are a part of the Body of Christ

   The doctrine of the "church," or *ecclesia*, has both a particular and a universal sense.

   Mutual relationships between congregations involves balance between the independence and the interdependence of local churches.

   Biblical teachings exemplify inter-church cooperation, and theological commentary demands the same.

2. Relationships among congregations enjoying a *koinonia* relationship with God are characterized by fellowship, partnership, communication, and sharing

   The *koinonia* concept provides a theological rationale for networking among individual believers, groups, and congregations as a means of facilitating ministry.

3. Spiritual gifts are intended to benefit the entire Body of Christ

   Using spiritual gifts in keeping with the teaching of the New Testament means that their exercise cannot be confined solely to the benefit of the local church.

THEORETICAL PRESUPPOSITIONS:

The theoretical presuppositions draw from the disciplines of organization, communication, and leadership. The methods and procedures employed in the project were informed by the perspectives from these disciplines.

1. Shared leadership teams improve ownership and participation
2. Networking restores *koinonia* fellowship among churches

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[35] Rupp.

3. Empowering others turn followers into leaders

PROJECT OBJECTIVES:

Project Participants

1. By the conclusion of the project, at least ten churches will be committed to this model of associationalism. This commitment will be evidenced by six observable actions:
    a. Ten churches will have voted to participate in the project.
    b. Project participants from each church will have presented to the project director a written consensus of their church's objectives.
    c. At least two individuals from each participating church will have satisfactorily completed the seminar on team dynamics.
    d. At least two individuals from each church will have participated in all phases of the project.
    e. Each participating church will vote to accept, support, and participate in specific responses negotiated with the associational teams to address the church's written objectives.
    f. Project participants from the churches will have cooperated in achieving the following ministry objective.
2. By the conclusion of the project, at least four associational ministry teams will be formed and operating. Five evidences of functional teams will be:
    a. Team rosters will distinguish between integral members of the team and supporters available to assist the team.
    b. Each team will have a written statement of purpose and goals.
    c. The teams will have identified a clear standard by which to hold themselves accountable.
    d. An integrated list of church needs, for potential associational responses to church objectives, is prepared and prioritized by the teams.
    e. The final evidence of functional teams will be the successful realization of the next ministry objective.
3. The project will result in an action plan supportive of the stated ministry objectives of participating churches and of the association's vision statement. Five aspects of the plan will provide evidence of that support:
    a. The plan will list each action according to the section of the vision statement it supports.
    b. The plan will identify links between an action and the specific local church needs addressed.
    c. The plan will include educational opportunities to transmit the knowledge required for carrying out specific actions.

d. Provide training to facilitate the application of the concepts taught to specific plans for advancing local objectives.

e. The plan will offer ministry involvement opportunities designed to initiate concrete action.

Personal Objectives

1. I will have assimilated the cognitive principles of team leadership into my leadership "tool kit." Three elements will attest to this accomplishment:

   a. The materials prepared for the seminar on teams

   b. My director's journal on conducting the seminar

   c. The project report

2. I will have demonstrated enhanced leadership skills. Evidence of this will be found in guiding project participants to utilize team behavior and networking in developing and adopting an associational action plan.

PROCEDURES AND METHODS:

The project will occur in three distinct stages, each one building on the former.

1. Preparatory actions:

   a. Orientation and pre-project planning with the associational council

   b. Presentations by the director of missions to the executive board of the association

   c. Articles in the associational newsletter.

2. First stage:

   a. The project begins with a series of communications and church visits by the project director with the churches of the association to secure participation of at least ten churches. This also will involve assisting those churches in identifying and writing ministry objectives.

   b. Dialogues with groups of pastors and leaders in each area of the association and a presentation to each congregation presenting the theological and theoretical foundations for the project.

   c. Follow-up after the presentations will include consultations with the pastor and leaders of each local church, correspondence, and telephone calls.

   d. An official vote of the church will seal a commitment to participate in the project.

   e. The project director will negotiate a covenant with the church's pastor and executive board representatives to help them identify and write specific objectives.

3. Second stage:

   a. Pastors and executive board representatives from participating churches join others in serving as members of the associational ministry actions teams.

b. These people will attend a five-hour seminar to learn team concepts and networking principles.

c. In their respective teams, participants will share their local church objectives.

d. A common list of all church objectives will be compiled and distributed among the ministry action teams.

e. Each action team will practice basic team behavior as they analyze, compare, and rank the ministry objectives from the perspective of that particular action arena (i.e., missions, Christian development, church growth, or administrative services).

f. Each team will then derive a list of needs suggested by potential associational actions in support of the church objectives.

4. Third stage:

a. The associational council will guide the action teams in developing an associational action plan.

b. The council's plan will be submitted to the annual meeting of the association for adoption.

c. Through the associational council each team leader will negotiate his or her teams'specific responsibility for their portion of the associational plan.

d. Each team will then submit to the project director a report of proposed actions, with calendar dates, identifying the team member responsible for each specific action.

EVALUATION:

Each objective in its statement provides criteria by which the fulfillment of the objective can be measured. Rupp provided these additional means for each objective.

Project Participants

1. Pre- and post-interviews with the project participants to reveal differences in levels of cognitive appreciation for the implications of commitment; satisfactory fulfillment of the six behavioral indicators; and project journal entries of the team leaders and of the project director.

2. Successful completion of the five named results expected by forming the teams as well as the use of professionally prepared instrumentation materials in a pre-/post-test fashion.

3. Having an action plan document which has been adopted by the association and ratified by participating churches.

Project Director

1. The materials and teaching plan for the seminar on teams along with my journal on the seminar; the project report; and examining the changes in team behavior on the part of the participants in the seminar and the team work of the project.

2. Observable change noted in my project journal, direct observation, and feedback from others as well as from an expert observer.

APPENDIX E: SUGGESTED ORDER AND CONTENT OF PROSPECTUS

Return to Table of Contents

1. Title Page

   (See Turabian)

2. Approval Page

   (See sample in Appendix H)

3. Acknowledgement Page

   (See sample in Appendix I)

4. Table of Contents

   (See Turabian)

5. Title of Project

6. Introduction

The introduction sets forth the background necessary to understand the rationale for the specific project.

7. The Problem

The problem indicates the specific ministry need(s) that the project is designed to address.

8. The Purpose

The purpose is the general statement of what the candidate hopes to accomplish by means of the project.

9. The Theological Rationale

In this section the candidate is expected to provide his/her understanding of the biblical and theological foundation for the project. This section is to be more than a series of proof texts. It should draw not only on the teaching of Scripture, but also on biblical commentaries, church history, and past and current writings of theologians and churchmen and -women. As such, evidence of wide reading in the area of one's project is expected along with appropriate citing of references. This section of the prospectus should be written in its entirety ready for inclusion in the final project report. As new insights and understandings occur during the project, those changes may be made and included in the final project report.

10. The Theoretical Presuppositions

A theoretical presupposition refers to any assumptions or theories that the candidate holds which form a basis for the project and/or the project's methods and procedures. A theoretical presupposition also refers to any theoretical studies or material in the field of the project or some related field that the candidate is using as a base for the project and/or its methodology. The candidate will be expected to demonstrate awareness, understanding, and application of relevant theoretical material. As with the theological rationale, the theoretical presuppositions section will need to be written in its entirety, ready for inclusion in the final project report.

11. Specific Objectives

This section should set forth the specific objectives or outcomes that the project is designed to accomplish. The objectives should relate to the ministry setting and/or the people involved in the project as well as the personal objectives for the candidate. The objectives should be as specific and measurable as possible. They should indicate what specific change(s) (outcomes) in attitude, in behavior, in the ministry setting, in the candidate, etc., which the candidate wishes to accomplish. The objectives should be consistent with the theological rationale, the theoretical presuppositions, and the procedures and methods.

12. Procedures and Methods

In this section, the candidate should indicate the specific methods and procedures that are envisioned for the project. These should be consistent with and grow out of the theological rationale and the theoretical presuppositions.

13. Tentative Chapter Headings of the Ministry Project Report

This should be a statement of the anticipated chapter headings of the ministry project report.

14. Evaluation and Criteria Instruments

The candidate should indicate the evaluative criteria and instruments, both objective and subjective, which are to be used to demonstrate that the candidate achieved the objectives of the project. Examples of any instruments may be placed in the appendices.

15. Dateline Schedule of the Project

The candidate will indicate the projected dates, from beginning to end, for the various activities involved in the project.

16. Appendices

The appendices should contain anything that will help to clarify any aspect of the project. This may include such things as pre- and post-tests, evaluative instruments, etc.

17. Selected Bibliography

The bibliography should indicate the resources the candidate is using in formulating the project.

APPENDIX F: SUGGESTED ORDER AND CONTENT OF PROJECT REPORT

Return to Table of Contents

1. Title Page
2. Approval Sheet
3. Acknowledgement Page
4. Preface (Optional)
5. Table of Contents
6. Lists of Tables and Figures
7. Abstract (100 words)
8. Chapters of the Report

Unless there are valid reasons for doing otherwise, the chapters should usually present the material in the following order:

Presentation of the problem and its context

Presentation of the project's purpose

Presentation of the project's theological rationale and theoretical presuppositions

Presentation of the project's objectives

Presentation of the project's approach

Presentation of the implementation of the project

Presentation of the analysis and evaluation of the project

Presentation of the conclusion

9. Appendices
10. Bibliographies
11. Personal Data Sheet

APPENDIX G: APPROVAL SHEET

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APPROVAL SHEET

A PROJECT TO MEET FAMILY NEEDS AT CALVARY BAPTIST CHURCH

John P. Doe

READ AND APPROVED BY:

________________________ Chairperson,

Ministry Project Committee

_________________________Member

Date

APPENDIX H: FIELD MENTOR SIGNATURE PAGE

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FIELD MENTOR SIGNATURE PAGE

A PROJECT TO MEET FAMILY NEEDS AT CALVARY BAPTIST CHURCH

John P. Doe

I recognize that evaluation and approval of this project is handled by a separate project committee that is appointed by the D.Min. Director or designate. However, I acknowledge that I have received a copy of the prospectus and have had the opportunity to give input to the candidate concerning the project.

ACKNOWLEDGED BY:

________________________________Field Mentor

Date

APPENDIX I: PERSONAL DATA SHEET

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NAME: BIRTHDATE: EDUCATION:

POSITIONS SERVED:

OTHER PERTINENT INFORMATION:

APPENDIX J: THE ROLES OF FACULTY, THE CANDIDATE, AND THE FIELD MENTOR RELATING TO THE MINISTRY PROJECT

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A. Director

As administrator of policies related to the project as established by the D.Min. committee, the director's (or his/her designee) functions include the following tasks:

1. Lead the ministry project seminar (DM 422)
2. Receive and distribute copies of proposals, prospectuses, and ministry project reports
3. Appoint each Ministry Project Committee and designate the chairperson
4. Serve *ex officio* on all Project Committees
5. Arbitrate any differences between the candidate and the Project Committee as requested by both parties
6. Provide committees and candidates with forms as needed
7. Report oral exam results to the registrar

B. Candidate

The candidate bears full responsibility for the ministry project. As such, the candidate will take initiative for the following tasks:

1. Determine the feasibility of a project idea in consultation with the Field Mentor, fellow candidates, and the Cohort Director
2. Submit a tentative project proposal to the D.Min. office at least six weeks prior to the project seminar
3. Attend DM 422
4. Become acquainted with the Project Committee members and familiarize them with the candidate's ministry and ministry needs
5. Submit a final project proposal following the project seminar
6. Develop the prospectus in keeping with the guidelines in this manual and submit to the D.Min. office within 180 days following the project seminar to stay on track with the cohort’s target graduation date.
7. Set aside time to do nothing but library work related to the project

(It is suggested that at least one week be used for this purpose. Also, this should be a time when the candidate can communicate with the committee chair either in person, by phone, by fax, or by email. The candidate should negotiate this time with the committee chair.)

8. Allow a minimum of sixty days from the submission of the prospectus until the

anticipated beginning of the project.

9. Confer with the Project Committee concerning suggestions regarding the project and report to them as negotiated

10. Make use of the expertise of appropriate people in conceptualizing and implementing the project and writing the project report

(This will be at the candidate's own expense.)

11. Negotiate with the committee regarding their desire to review portions or all of the report before final submission. Any submission to the committee should be in as final a form as possible. The role of the committee is not to be proofreader or editor.

12. Write the final report in acceptable form and style in keeping with the guidelines in this manual

13. Allow the Field Mentor opportunity to review the ministry project.

14. Submit to the D.Min. office three unbound copies of the ministry project report in final form on regular paper at least ninety days prior to anticipated graduation (September 15 or February 15)

15. Meet with the Ministry Project Committee for a one-hour oral examination normally conducted at least 30 days before graduation

16. Make any necessary revisions in the ministry project report and email final report to the D.Min. office no later than seven days prior to graduation

17. Submit the Research in Ministry ATLA Submission form and the TREN form to the D.Min. office

C. Ministry Project Committee

The Ministry Project Committee is composed of two people who are appointed by the Director. (The Cohort Director also serves as ex-officio on the committee.) The committee members must be unanimous in their approval of each step in the project (proposal, prospectus, project report, and oral).

The committee has the final word related to all aspects of the project. While the Cohort Director and the Field Mentor can make suggestions, the candidate should recognize the central role the committee has regarding the approval of the project.

1. Committee

The role of the committee is to:

a) Approve the proposal and advise concerning preparation of the prospectus

b) Approve the prospectus after review by the Field Mentor. (The committee is expected to respond to a D.Min. prospectus within thirty days of receiving it.)

c) Negotiate with the candidate what kind of reporting the committee expects during the implementation of the project

d) Negotiate with the candidate expectations in regard to draft and final copies of the project report

e) Evaluate the ministry project report and direct the oral examination

f) Advise the candidate of the result of the oral examination and any necessary project report revisions

2. Chairperson

The role of the chairperson is to:

a) Serve as liaison between the candidate and the Ministry Project Committee

b) Become acquainted with the candidate and the candidate's ministry, interests, and needs (The candidate is expected to initiate these conferences.)

c) Counsel the candidate as to the feasibility of the ministry project idea.

d) Convene and guide the Ministry Project Committee in:

- Evaluating and approving the candidate's ministry project proposal
- Evaluating and approving the candidate's ministry project prospectus
- Advising the candidate concerning the writing of a ministry project report
- Directing an oral examination of the candidate on the basis of the ministry project report
- Certifying the ministry project report
- Send copies of correspondence with the candidate to the other member of the committee and the Cohort Director
- Communicate and make recommendations to the Cohort Director concerning the candidate

D. Field Mentor

The Field Mentor's primary role is that of consultative mentor. Recognizing that the candidate's ultimate accountability is to the Project Committee, the Field Mentor serves as more of a consultant than as a supervisor. As such, the Field Mentor will be expected to:

1. Counsel the candidate in the preparation of the proposal and prospectus
2. Consult with the candidate during the implementation of the project as required
3. Provide periodic reports, as requested, of the candidate's progress to the Cohort Director
4. Participate in the oral examination if circumstances permit (Gateway Seminary cannot reimburse travel and hospitality expenses.)

APPENDIX K: BIBLIOGRAPHY AND FOOTNOTE EXAMPLES FOR THEOLOGICAL RESOURCES

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Gateway Seminary follows the most current edition of Kate L. Turabian's *A Manual for Writers of Term Papers, Theses, and Dissertations* (Chicago: University of Chicago Press). The latest edition reflects several changes and additions from previous editions, and each student should purchase a copy for reference. Following are several examples of different types of theological resources. References to Turabian are found in parentheses. Please note, however, that fuller information than Turabian is requested on some resources. The form for this fuller information is taken from two sources:

Alan and Jacquelyn Culpepper's *Manual of Procedure, Form, and Style* (1987), 42-49.

"(FN)" stands for footnote entry and "(BIB)" stands for bibliography entry.

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APPENDIX L: GATEWAY SEMINARY D.MIN. PROJECT TITLES

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Cell-based church plant in a Korean urban area: focus on the cell group function / by Guimo Ahn.	Ahn, Guimo	2005
Marriage enrichment seminar to facilitate equal companionship between Nigerian Christian marriage partners / by Oluwakayode Samuel Ajimatanrareje.	Ajimatanrareje, Oluwakayode Samuel	1992
Equipping selected lay leaders to become effective leaders in the local church / by Emmanuel Olufemi Akognon.	Akognon, Emmanuel Olufemi	1987
Leading the East Bay Baptist Association Mission Growth Council and Executive Board to Implement an Intentional Church Planting Strategy Using an Ethnolinguistic Approach/ by Lyman Alexander.	Alexander, Lyman	2007
Development and implementation of training for Laser Thrust Project directors for the Language Church Extension Division, Home Mission Board, Southern Baptist Convention / by Boyce Richard Alford.	Alford, Boyce Richard	1993
Application and evaluation of seven principles of facilitative leadership with selected church lay leaders / by Glen Allen.	Allen, Glen	1978
Personal development group for ministers of Dover Baptist Association / by Steven K. Allsbrook.	Allsbrook, Steven K.	1998
Senior adult peer ministry education program provided by a hospital chaplaincy department as community outreach to the local church / by Roger D. Amon.	Amon, Roger D.	1996

Increasing the effectiveness of the Associational Missions Development Council of the Greater Syracuse Baptist Association in church starting / by J. Michael Anderson.	Anderson, J. Michael	1991
Leading a church in outreach to a segment of the unchurched by the preparation, planning, and implementation of a strategy that includes a contemporary week night worship service / by Dan Angove.	Angove, Dan	1992
Developing an initial teacher training program for children's ministries in the larger church / by Neil Applegate.	Applegate, Neil	1987
Expository preaching through Ephesians and its evaluation / by Keith E. Arledge.	Arledge, Keith E.	1980
MBTI preferences/Keirsey temperament sorter and worship at Bedford United Baptist Church / by Ida Armstrong-Whitehouse.	Armstrong-Whitehouse, Ida Krista	1998
Equipping Christians to worship in the home / by Terry Wayne Arnold.	Arnold, Terry Wayne	1985
Cell to Cell: Training a Small Number of Men with a History of Incarceration within the California County of Stanislaus to Lead a Pilot Cell Life Group in Neighborhoods / by Michael Atinsky.	Atinsky, Michael	2012
Equipping a Select Group of Colorado Baptist General Convention Volunteer and Bivocational Music Leaders in Developing a Theology of Worship/ by Michael Bryan Atkinson.	Atkinson, Michael Bryan	2009
Establishing a ministry of referral at the First Chinese Southern Baptist Church, San Francisco, California / by Lawrence Au.	Au, Lawrence	1975
Expanding the role of praise within the context of worship in a local church / by Gerald Duane Ballein.	Ballein, Gerald Duane	1990
Increasing pastoral effectiveness by emphasizing personal pastoral development / by Roger Barrier.	Barrier, Roger	1992
Initiating a mentoring process for developing men as servant leaders / by John Bell.	Bell, John Marvin	2005
Evaluation of missionary orientation on the effectiveness of church planter apprentices / by David D. Benham.	Benham, David D.	1985
Training selected leaders in ministry/need awareness and ministry referral / by Randy L. Bennett.	Bennett, Randy L.	1986

Development of a self-help manual for sponsor churches working with church planters to start new mission type churches / by Linda Ellen Bergquist.	Bergquist, Linda Ellen	2002
Leading the congregation in long-range planning at the Capital City Baptist Church of Sacramento, California / by Tony Berry.	Berry, Tony	1989
Psychological evaluation of selected Veterans Administration hospital patients and its implications for pastoral care / by John Wistar Betzold.	Betzold, John Wistar	1977
Coaching Church Leaders to Promote Congregational Health in Churches in Rural, Delta, Northeast Arkansas Using Concepts of Family Systems Theory/ by Glenn E. Bien	Bien, Glenn E.	2009
The Effective Use of a Transformation Team at Litz Manor Baptist Church / by Dallas C. Bivins.	Bivins, Dallas C.	2012
Growing a Healthy Association Through Mission Awareness: an Acts 1:8 Model/ by Harry Black.	Black, Harry	2008
Leading an international church to discover its shared core values to be used as unifying elements in decision-making / by Thomas W. Blackaby.	Blackaby, Thomas W.	2004
Increasing multicultural sensitivity within Central Baptist Church of Miami, Florida / by H. Keith Blakley.	Blakley, H. Keith	1997
Intentional leadership model for developing Christian educators in a postmodern era / by Rhonda L. Boggs.	Boggs, Rhonda L.	2000
Developing peacemaking teams in selected churches of Shasta Baptist Association / by John Bohrer	Bohrer, John	2013
Developing a counseling workshop for ministers / by Glenn Garland Booth.	Booth, Glenn Garland	1984
Caring for the Caregiver: Supporting and Strengthening Family Caregivers through Desert Sky Baptist Church/ by Donald H. Brackbill Jr.	Brackbill, Donald H.	2011
Program development: weekday adult Bible study, a Baptist church in Korea / by Rolla Merle Bradley.	Bradley, Rolla Merle	1981
Leading a church to evaluate its property and location / by Charles Otis Bradshaw.	Bradshaw, Charles Otis	1978

Involvement of the leadership of Emmanuel Baptist Church in setting and owning annual church goals / by Dan Brandel.	Brandel, Dan	1994
Developing select leaders of churches in the implementation of New Testament principles of church planting / by James O. Brandon.	Brandon, James O.	1997
Guiding selected ministers in a seminar designed to improve their self-esteem / by Charles Brannon.	Brannon, Charles	1978
Developing a marketing plan for a denominational program / by E. B. Brooks.	Brooks, E. B.	1993
Design, implementation and testing of a program for team evangelism on college campuses in new work areas of the Southern Baptist Convention / by John Denver Brooks.	Brooks, John Denver	1989
Development of a program of ministry for the men's department of a Baptist state convention / by Edd Lamoin Brown.	Brown, Edd Lamoin	1978
Empowering a select group of Christian women to organize a self-managed ministry team / by Frederick Brown.	**Brown, Frederick**	2005
Pilot project for developing a contextualized strategy for Baptist men's ministries / by James L. Brown, Jr.	Brown, James L.	1997
Equipping a select group from a plateaued church to develop a culturally relevant strategy for reaching a post-modern community/ by Stanley Brown.	Brown, Stanley Barnett	2007
Developing a leadership team model in a plateaued church / by Stephen L. Brown.	Brown, Stephen L.	1995
Leadership training for deacons in a multi-ethnic church / by Arthur P. Brust.	Brust, Arthur P.	1983
Leading an administrative process for placing a catalytic missionary in rural Nevada / by Mitchell W. Bryant.	Bryant, Mitchell W.	2000
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Plan for equipping selected leaders in First Baptist Church, Bloomfield, to better understand people's basic psychological and relational needs: the "Tim's" approach / by Joseph L. Bunce.	Bunce, Joseph L.	2000

Community Exegesis: developing and implementing a discovery probe as the foundation of a new church plant model / by Ian Buntain.	Buntain, Ian	2003
Facilitating a small group that guides men as they pursue their divine calling / by Robert E. Burdette.	Burdette, Robert E.	2011
Equipping southern California deaf congregations for church planting / by Howard W. Burkhart.	Burkhart, Howard W.	2004
Ministry application and growth in spiritual identity / by Moses Caesar.	Caesar, Moses	2000
Training of selected church members for diagnostic evangelism and disciple-making / by Joe Dildy Caldwell.	Caldwell, Joe Dildy	1977
Safe teams: Florida: the development, implementation, and evaluation of a pilot for an evangelism strategy for Hispanics in Florida / by Eliu Camacho-Vazquez.	Camacho-Vazquez, Eliu	1989
Compassion fatigue and the church counselor at Saddleback Church / Kathy Ann Camarillo	Camarillo, Kathy Ann	2015
Evaluation of prospect discovery approaches for the Sunday School at South Reno Baptist church / by Barry Campbell.	Campbell, Barry	1991
Enhancing church member's understanding of the grief process and equipping them to minister to the bereaved / by Ira Stanley Campbell.	Campbell, Ira Stanley	1991
Developing ministry skills of seminary administrative assistants and staff personnel / by Robert L. Cannon.	Cannon, Robert L.	1981
Encouraging the Small Group Leadership Team to Take Greater Ownership of the Small Group Ministry at Mountain Ridge Church/by Brett Carlson	Carlson, Brett	2011
Revising the by-laws of Hillcrest Baptist Church to facilitate the church's vision-based lay ministry / by Joe Carns.	Carns, Joe	2000
Educating of hearing church leaders as to the felt needs of deaf members for the purpose of mainstreaming / by Randy M. Cash.	Cash, Randy M.	1985
Training young married professionals to become effective Sunday School teachers / by David C.K. Chan.	Chan, David C. K.	1990

Developing church growth by a small group program at the Cumberland Chinese Church, San Bruno / by Kar Park Chan.	Chan, Kar Park	1985
Program for involving volunteers from local churches in establishing ministries in multihousing communities in a small town / by C. Ladon Chancellor.	Chancellor, C. Ladon	1997
Church growth training program for church leaders in a bi-congregational Chinese church / by Chi-Chong Theodore Chang.	Chang, Chi-Chong Theodore	1988
Leading a group of local church leaders to develop a strategy for transitioning their church to a process for intentionally making disciples / by Tommy J. Chapman.	Chapman, Tommy J.	2003
Marriage enrichment seminar to facilitate communication and intimacy between married partners / by Robert Louis Chenault.	Chenault, Robert Louis	1978
Developing and implementing a discipleship program to address the "inner wound" among new and struggling members at Sparks Korean Baptist Church / by Soo-Kil (Joe) Cho.	Cho, Soo-Kil (Joe)	2007
Designing and Implementing a Lay Leadership Training Program at TKC Based on Relationship-Centered Approach / by Unyong Choi	Choi, Unyong	2014
Development of a decision counseling ministry for the First Southern Baptist Church, Winton, California / by Owen L. Christian.	Christian, Owen L.	1975
Equipping of selected church members for the ministry of Chinese personal evangelism in First Chinese Southern Baptist Church, San Francisco / by Albert Wood-Ping Chu.	Chu, Albert Wood-Ping	1986
Development and Improvement of ‘Holistic and Comprehensive Women Leadership Training’ From All Ministry in Southern California / by Ji Hye Chu	Chu, Ji Hye	2014
Equipping vision team and assigning roles necessary to improve, modify, and reestablish the theological school in Cumana, Venezulea [i.e. Venezuela] / by Kyung Suk Chung.	Chung, Kyung Suk	2006
Equipping vision team and assign roles necessary to improve, modify and reestablish the theological school in Cumana, Venezuela/ by Kyung Suk Chung	Chung, Kyung Suk	2007

Developing a resort missions strategy in selected western state conventions affiliated with the Southern Baptist Convention / by Charles R. Clayton.	Clayton, Charles R.	1981
Development of a lay mobilization system at First Baptist Church of Black Forest / by Ronald C. Clement.	Clement, Ronald C.	1999
Testing a reproducible model for using life coaching for academic recruitment and retention / by Holley S. Clough	Clough, Holley S.	2015
Establishing a training experience to facilitate meaningful membership in Nineteenth Avenue Baptist Church, San Francisco, California / by Danny H. Coker.	Coker, Danny H.	1978
Using listening skills to reclaim church dropouts / by Steve L. Colquitt.	Colquitt, Steve L.	2007
Organization, implementation, and supervision of a halfway house program at the Presidio Army Post of San Francisco, California / by Gerald W. Conner.	Conner, Gerald Wayne	1975
Developing a pastoral care course on substance abuse related disorders at the Triservice Addiction Recovery Facility, Tripler Army Medical Center, Hawaii / by Phillip C. Conner.	Conner, Phillip C.	1998
Systems approach to leading transformation at Woodland Drive Baptist Church / by Randall Tracy Cook.	Cook, Randall Tracy	2005
Training Men to Implement a Catechetical Teaching Approach in Corporate Worship and in Family Devotions at Valley Baptist Church/by Ronny Cooksey	Cooksey, Ronny	2011
Greater Des Moines urban training event: ministry action through confrontation and change / by Daniel D. Cookson.	Cookson, Daniel D.	1996
Enhancing Spiritual Well-Being And Reducing The Risk Of Burnout In Counselors Through A Weekly Discipline Of Sabbath / by Jeffrey Scott Covington	Covington, Jeffrey Scott	2014
Development of a comprehensive church manual to govern the daily operations of First Baptist Church of Battle Mountain, Nevada / by Kenneth Daniel Cox.	Cox, Kenneth Daniel	1994
Facilitating the development of interdisciplinary teams at Gateway Seminary / by William O. Crews, Jr.	Crews, William O.	2000

Developing and implementing a ministry of awareness, nurture, and support for those who struggle with codependency / by Mark W. Crotinger.	Crotinger, Mark W.	1995
Conduct of a decision counselor training program involving lay leadership in a local church / by Bryan L. Crow.	Crow, Bryan L.	1980
Model for increasing teaching competence among selected instructors in contextualized leadership development centers / by Jeffrey D. Curtis.	Curtis, Jeffrey D.	2000
Charting a new course for discipleship: defining and designing an adult discipling ministry in the local church / by David L. Daffern.	Daffern, David L.	2001
Transitioning Deacons at Quaker Gap Baptist Church to an Identity-Based Deacon Ministry Plan/by John Charles Darida	Darida, John Charles	2011
Equipping of selected church members for the ministry of effective personal witnessing / by Kenneth Daugherty.	Daugherty, Kenneth I.	1975
The Blessings of Burnout: Meeting God in Your Weakness. Addressing Spiritual Fatigue in the Lives of Leaders at First Baptist Church Hamilton Alabama/ by Edward Davidson	Davidson, Edward	2010
Pastoral succession at Clovis Hills Community Church / Steve Davidson	Davidson, Steve	2015
A Stewardship of Life: Equipping Southern Baptist College Students at Pearl River Community College to Discover Their Heritage and Doctrines and to Commit to Engage in the Work of the Southern Baptist Church/ by Stanley Davis	Davis, Stanley D.	2011
Training church leaders in conflict mediation / by Alan Daws.	Daws, Alan	1999
Developing, implementing, and evaluating a program of training selected volunteers for overcoming cross-cultural barriers in communicating the gospel / by Aias R. de Souza.	de Souza, Aias R.	1989
Training Sunday school ministry leaders for participation in the shepherding ministry of the First Baptist Church of Artesia, New Mexico / by Michael D. Dean.	Dean, Michael D.	1985
Developing resources for a supervised learning manual for use by area Baptist student union directors in training volunteer BSU directors / by Randy Deering.	Deering, Randy	1982

Leading the San Francisco Peninsula Southern Baptist Association to develop a systemic plan / by Geriel S. DeOliveira.	DeOliveira, Geriel S.	1982
Leading the First Baptist Church of Salida in long-range planning / by Gary Dew.	Dew, Gary.	1994
Developing a church growth strategy for Belmont Baptist Church through the identification of community needs / by Leslie H. Dobbins.	Dobbins, Leslie H.	1994
Development of a language missions strategy design for a Southern Baptist State Convention / by Eduardo Docampo.	Docampo, Eduardo	1993
Establishing a Family Based Youth Ministry at Saint Stephen Baptist Church/ by Anthony L. Dockery	Dockery, Anthony L	2010
Creating a Lateral Learning Environment to Enhance Understanding, Conversation, and Relationship Between Selected Incumbent and Emerging Leaders in the Phoenix Metroplex/ by Gary Dodrill.	Dodrill, Gary	2008
Enriching marriages of sea service couples through communication enhancement / by Lewis C. Dolan.	Dolan, Lewis C.	1998
Plural Bivocational Ministry: Developing and Implementing Pastoral Leadership Teams in a Local Church Setting/ by Terry W. Dorsett.	Dorsett, Terry W.	2009
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Equipping a select group of churches to implement an intentional witnessing strategy in the Warren County Baptist Association/ by William Dowdy.	Dowdy, William	2007
Developing a lay ministry for selected Baptist churches at Kohima, Nagaland, India / by Phuveyi Dozo.	Dozo, Phuveyi	1986
Conducting evangelistic crusades in the Korean cultural context / by Jerry Drace.	Drace, Jerry	1986
Developing a plan for select Baltimore Baptist Churches to learn and implement community penetration strategies / by John Draper.	Draper, John	2000

Personal awareness and spiritual formation : a project to combine self-awareness and specific spiritual disciplines to meet affective needs in a group of adults at Agape Baptist Church / by Cary Alan Duckett.	Duckett, Cary Alan	2007
Assisting pastors of multicultural churches to design and modify ministries based on the discovery of cultural expectations for success / by Bobby Ray Duffer.	Duffer, Bobby Ray	1993
Management training program for a Baptist church / by Richard Earl Dwyer.	Dwyer, Richard Earl	1982
Pastoral ethics in cross-gender counseling / by D. Wayne Dyer.	Dyer, D. Wayne	1993
Development of a mission strategy for Kern County Southern Baptist Association to assist the churches in long range planning / by William Eugene East.	East, William Eugene	1973
Combining preaching, teaching and dialogue to effect positive change in marriage and family life / by Orville Easterly.	Easterly, Orville	1984
Contextualizing the house church as one method of fostering a church planting movement (CPM) in Colorado / by Mark Howard Edlund.	Edlund, Mark Howard	2006
S.T.A.M.P. process: integrated process for ministry involvement with the boomer generation / by Bruce W. Edwards.	Edwards, Bruce W.	2003
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Project to equip four typical Southern Baptist Churches in the Dallas Baptist Association to start a community ministry / by Lanny Elmore.	Elmore, Lanny	2000
Developing an associational strategy for establishing church-type missions in an exurban setting / by Charles Frank Engelmann.	Engelmann, Charles Frank	1979
Applying the Process of Genetic Expression to Church Revitalization/ by Boyd M. Evans	Evans, Boyd M.	2010
Establishing a Creative Worship Planning Team at Greater Gresham Baptist Church/ by Keith Evans.	Evans, Keith	2008
Developing a ministry of new member orientation in a metropolitan black church / by Robert Leonard Fairley.	Fairley, Robert Leonard	1978

Developing of a contextual evangelism strategy to reach Native Americans / by Emerson E. Falls.	Falls, Emerson E.	1995
Developing family ministry teams for interpersonal and spiritual growth / by Michael R. Feese.	Feese, Michael R.	1999
Communicating Biblical truths using your five senses / by Dennis Felder.	Felder, Dennis, 1964-	2006
Equipping leaders to place members in ministry using the Myers-Briggs Personality Inventory / by Craig Ferguson.	Ferguson, Craig	2002
Equipping and freeing lay leaders to facilitate practical living groups / by Philip H. Fike.	Fike, Philip H.	1992
Initiating a process for developing servant leaders in a new church setting / by James R. Fitzpatrick.	Fitzpatrick, James R.	2001
Leading a select group to develop a master plan for starting a church planting movement among a population segment in Puebla, Mexico / by Andrew L. Flagg.	Flagg, Andrew L.	2004
Designing and implementing an integrated educational model for Southern Baptist church / by Joe M. Flegal.	Flegal, Joe M.	1999
Use of intentional planning to improve the community impact of the First Baptist Church of Citrus Heights, California / by George D. Fletcher.	Fletcher, George D.	1980
Developing a manual of operations for the ministry evangelism strategy team of the state convention of Baptists in Ohio / by Duane A. Floro.	Floro, Duane A.	2007
Equipping leaders to transition from a medium-size church to a large-size church / by Bruce A. Ford.	Ford, Bruce A.	2004
Assisting a selected urban church undergoing racial transition in restructuring ministry / by James Forrest.	Forrest, James	1980
Development and implementation of a model for integrating English speaking ethnics into the heterogeneous base congregation of Glad Tidings Assembly of God of Santa Clara / by Eumid N. Freeman.	Freeman, Eumid N.	1992
Equipping young adults for small group evangelism in Cumberland Presbyterian Chinese Church / by Lawrence Fung.	Fung, Lawrence	1989

Developing leadership in a Baptist Student Union setting / by Randall L. Gallaway.	Gallaway, Randall L.	1989
Maximizing ministry potential by balancing pastoral leadership with lay ministry ownership / by Robert D. Gallina.	Gallina, Robert D.	2004
Developing Korean American Christian leaders to be children's ministry sensitive / by Yong S. Garcia.	Garcia, Yong S.	2007
Envisioning a process for discipling the members and attenders of First Baptist Church in Washington, Illinois / by Joe Gardner.	Gardner, Joe	1998
Equipping fifteen members of East Bay Community Church to witness to Filipino-Americans in Alameda County / by Joseph T. Garfield.	Garfield, Joseph T.	2002
Leading a small group of married couples at Dixon Baptist Fellowship to enhance their marriages / by Dale R. Garland.	Garland, Dale R.	1994
Leading the church to develop a ministry for cancer patients / by Benny H. Garner.	Garner, Benny H.	1990
Developing a reconciliation-based leadership training at Calvary Baptist Church / by Chad Garrison.	Garrison, Chad	2001
Producing a changed perspective in the California Southern Baptist Convention evangelism division toward CSBC pastors / by Tim Gentry.	Gentry, Tim	2004
Assisting a suburban congregation to begin urban ministry in preparation for the planting of a new urban church / by David Allen George.	George, David Allen	1999
Leadership style awareness development program by J. David George.	George, J. David.	1987
Ministry team leadership training and implementation process for single adults / by Joseph Giaritelli.	Giaritelli, Joseph	1998
Assisting evangelicals in presenting a positive witness to Mormons / by Luman John Gilman.	Gilman, Luman John	1983
A Model to Equip the Members of Mission Village Baptist Church to Become Involved in Evangelism and Missions in an International Border Ministry in Tijuana, Mexico/ by Thomas Gleghorn.	Gleghorn, Thomas	2008

Module for equipping community college campus ministers in the Alabama Baptist Convention / by Scotty W. Goldman.	Goldman, Scotty W.	2002
Training laypersons to begin and expand home Bible study groups / by Katherine Gooden.	Gooden Katherine	1993
Training ten members of Westlynn Baptist Church in the ministry of visitation / by James Graham.	Graham, James	1990
Equipping senior campus ministers to develop local staff teams / by Joseph G. Graham.	Graham, Joseph G.	2000
Development of a rotating church shelter program / by Donald W. Grant.	Grant, Donald W.	1992
Training teachers for Sunday school within the Spanish culture background / by Gonzalo H. Graupera.	Graupera, Gonzalo H.	1988
Development of a process to help married couples at Sonrise Church to experience a deeper level of intimacy in their marriage relationship / by R. Timothy Gregory.	Gregory, R. Timothy	2006
Developing Couples as Servant Leaders Penticton, British Columbia / by Hendrik Jan Groot	Groot, Hendrik Jan	2014
Training Digo believers to share the gospel message by using the chronological Bible storying method / by Mark Douglas Grossmann.	Grossmann, Mark Douglas	2005
Project for the administration of schools of First Baptist Church of Windsor, California / by Robert Dean Grotzke.	Grotzke, Robert Dean	2000
Orientation seminar for foreign-born ethnic pastors in central Florida / by Alcides Guajardo.	Guajardo, Alcides	1988
On-site equipping of lay volunteers for ministry to commuter college students at Aurariat / by Ronald P. Gustman.	Gustman, Ronald P.	2005
Engaging the congregation in an intergenerational hip-hop outreach ministry at First Missionary Baptist Church in Marin City, California / by Derek Guyton.	Guyton, Derek	2005
Developing and implementing a training design for maturity in pastoral relationships / by Orman Wayne Gwynn.	Gwynn, Orman Wayne	1985
Church planting and discipleship training project for Mwanza, Tanzania, East Africa / by Robin Dale Hadaway.	Hadaway, Robin Dale	1986

Comprehensive command religious program for the USS Shiloh (CG-67) for Westpac 2000 / by Michael E. Hall.	Hall, Michael E.	2000
Equipping facilitators to enhance ministry through the application of small group dynamics in Bible study / by Paul E. Hall.	Hall, Paul E.	1988
The Discipleship of New Christians Who Have Experienced Trauma/by William Nickolas Hamilton	Hamilton, William Nickolas	2010
Implementation of Multi-generational Ministry Activities and Worship for a Korean-American Church/ by Key Young Han	Han, Key Young	2009
Transactional approach to theological education / by Charles Edwin Hancock.	Hancock, Charles Edwin	1973
Process for leading Appomattox Baptist Association and Staunton River Baptist Association to partner together to minister to seasonal farm workers / by George C. Harbuck, Jr.	Harbuck, George C.	1997
Equipping lay people for pastoral counseling / by Melburn H. Hardin.	Hardin, Melburn H.	1979
Program of local church ministry to U.S. Air Force families during a temporary duty assignment separation / by James Earl Harding.	Harding, James Earl	1988
Leading the congregation in church planning at Calvary Baptist Church, Nashville, Tennessee / by Bob Crandal Hardison.	Hardison, Bob C.	1977
Training process to refine leadership skills of lay ministry leaders / by Jim Hardwicke.	Hardwicke, Jim	2002
Does Ministry Have to Hurt So Much?: Helpful Observations from the Life of Jesus/ by Charles Exter Hardy, III.	Hardy, Charles Exter, III	2009
Teaching Church Leaders the Art of Cultural Engagement in a Postmodern Milieu/ by Stephen Harper	Harper, Stephen	2010
Designing and conducting a program to improve self-esteem for selected people within a local church / by Gary Nolan Harr.	Harr, Gary Nolan	1985
Development and implementation of a relational evangelism training program for Baptist churches in the gaúcho culture of South Brazil / by Robert Lee Harr.	Harr, Robert Lee	1992

Equipping of selected members of Ygnacio Valley Baptist Church for a mission of personal visitation in a convalescent hospital in Walnut Creek, California / by Walter Eugene H.	Harrell, Walter Eugene	1975
Breaking Barriers: Training Leaders of New Life Baptist to Become Barrier Breaking Leaders / by Albert L. Harris.	Harris, Albert L.	2012
Developing a Christ-centered--people-driven church: phase two: identifying the needs of the First Baptist Church / by Jack Harris.	Harris, Jack	1999
Equipping pastors and church leaders to prepare their congregations to sponsor new work / by Rodney A. Harrison.	Harrison, Rodney A.	1999
Helping Christians discover their gifts for ministry / by James Earl Harvey.	Harvey, James Earl	1979
Designing and conducting of a training program to equip a select group of Cherokee pastors to deal with crisis counseling / by Robert E. Haskins.	Haskins, Robert	1985
Equipping selected lay people at Westown Baptist Church in the development of caring skills in their ministry / by Eric J. Hatch.	Hatch, Eric J.	1992
Using drama as illustration to improve the retention and application of a message and increase attendance at the gathering community church / by Michael L. Hattabaugh.	Hattabaugh, Michael L.	2001
Developing a sex counseling ministry in a church related context / by John V. Hawk.	Hawk, John Virgil	1977
Development and administration of a strategy to assist First Baptist Church of Ruston, Louisiana, in ministering to college students / by Lynn Earl Hawkins.	Hawkins, Lynn Earl	1990
Introducing Pinehurst Baptist Church to an Adaptable Dialogue-Based Discovery Process/ by Warren Haynes.	Haynes, Warren	2007
Developing a friendship evangelism ministry at the Lincoln Glen Mennonite Brethren Church / by Werner Heidebrecht.	Heidebrecht, Werner	1976
Using a Ministry Team in Leading a Congregation to Understand and Integrate Worship as a Lifestyle/ by Kenneth Hendrix.	Hendrix, Kenneth	2008

Training and mobilizing deacons to be agents for biblical hospitality at First Southern Baptist Church Tucson, Arizona / Adam K. Henry	Henry, Adam K.	2015
Introducing Pentecostal pastors to the ministry of spiritual direction / by Jay A. Herndon.	Herndon, Jay A.	2001
Character-based Leadership Formation: Enhancing the Spiritual Maturity of Small Group Leaders at Lake Arlington Baptist Church/ by Eric Herrstrom.	Herrstrom, Eric	2008
Regional church starting strategies for evangelizing the Dakotas / by Dewey Hickey.	Hickey, Dewey	1999
Stages and strategies in a church relocation project / by Kenneth Milton Higgins.	Higgins, Kenneth Milton	1973
Ministry of First Baptist Church, Anchorage, Alaska, developed and organized as an open-system / by Harold H. Hime.	Hime, Harold H.	1983
Developing a discipleship training program to help new members of First Chinese Baptist Church, Fountain Valley, grow in both their Christian life and service / by Andrew Sung-Hei Ho.	Ho, Andrew Sung-Hei	2001
Development of a program for the increased involvement of members in decision-making and ministry in a multi-racial church / by Clifford Franklin Hoff.	Hoff, Clifford Franklin	1974
Identifying and interpreting associational staff leadership styles in the Puget Sound Baptist Association / by David Powell Holden, Jr.	Holden, David Powell	1983
Selection and training of Sunday school teachers for increased effectiveness in pedagogy / by James V. Holland.	Holland, James V.	1987
Implementing Keswick Convention Principles of Conversion and Sanctification to Enhance Spiritual Formation in a Small Group Ministry Setting of Adults Attending Southern Baptist Churches in the Mendo-Lake Baptist Association/ by J. Gregory Holmes	Holmes, J. Gregory	2009
Equipping church members to communicate more effectively in a marriage relationship / by John L. Holmes.	Holmes, John L.	1984
Developing a support group model for bivocational ministers and their spouses / by Weston L. Hook, Jr.	Hook, Weston L.	1991

Development and implementation of an evangelism strategy for fraternity and sorority students at Texas Tech University / by Edward Grear Howard.	Howard, Edward Grear	1999
Leading from a Values-Based Ministry Strategy Among a Select Group of Ministries in the Longs Peak Baptist Association / by John Howeth.	Howeth, John	2012
Empowering select members of Hillcrest Baptist Church to mentor others in Christian discipleship / by Darrell W. Hudson.	Hudson, Darrell W.	1995
Mentoring supervision of paid church staff / by Ed Huffman.	Huffman, Ed	2003
Enhancing the Self-Care of a Select group of collegiate ministers in the Northwest Baptist Convention by implementing an individual weekly Sabbath rhythm according to personality type/ by Wes Hughes.	Hughes, Wes	2007
The Redemptive Journey of Forgiveness: Getting Back to Who We are Created to Be/ by Kwang John Huh	Huh, Kwang John	2011
Growing people and marriages through pastoral care / by Phillip Ray Hunter.	Hunter, Phil	1985
Program of training lay counselors for helping involvement in local church ministry / by William Franklin Hunter.	Hunter, William Franklin	1973
Helping church members with limited Southern Baptist experience cooperate as Southern Baptists through an understanding of Southern Baptist polity, doctrine and cooperation / by Paul J. Hussey.	Hussey, Paul J.	1984
Associational plan to improve the effectiveness of bi-vocational pastors / by Radford Roland Hutcheson.	Hutcheson, Radford Roland	1981
Training selected members of African Christian church to evangelize Africans in Nashville and its precincts / by Abel O. Ige.	Ige, Abel O.	1997
Contextual approach for the inclusion of Russian young adults in mission endeavors in the Northwest Baptist Convention / by Vincent L. Inzerillo.	Inzerillo, Vincent L.	2002
Establishing a church site fund in Central Valley Association / by Donald D. Jackson.	Jackson, Donald D.	1981

Leading New Creation Bible Fellowship to implement a strategy for intentionally engaging other cultures in its ministry context / by Kevin James	James, Kevin	2013
Phase one of a mentoring model to use with students from Southwestern Baptist Theological Seminary / by Grantland W. Johns.	Johns, Grantland W.	1997
Assisting Students at the Arizona Campus of Gateway Seminary Clarify Their Ministry Vocation Objective/ by David Johnson.	Johnson, David	2008
Equipping a group of men from grace point church to maximize their midlife transition to become more effective ministers of Jesus Christ / by Robert Alan Johnson	Johnson, Robert Alan	2014
Coaching Selected Church Leaders in Mid-Valley Southern Baptist Association to Build Missional Alignment in Their Churches/ by Richard Johnstone	Johnstone, Richard	2010
Training servant leaders for the pastor leadership team at High View Baptist Church / by Douglas A. Jones	Jones, Douglas A.	2011
Training and involving lay members to help incorporate new members into the life of the church / by George Alfred Jones.	Jones, George Alfred	1985
Development and implementation of a marketing strategy for the local church / by Jack William Jones.	Jones, Jack William	1992
Project to lead a multi-cultured core group to develop a strategy for reaching people from varied ethnicities, cultures, generations, sub-cultures, and socio-economic classes from among the global community of Lubbock, Texas / by Larry J. Jones.	Jones, Larry J.	2006
Project to facilitate the demonstration of biblical love by project participants in the First Baptist Church / by Edward Lynn Jordan.	Jordan, Edward Lynn	1990
Developing and implementing a manual for spiritual exercise of hearing God for Christian leaderships In the CLD centers of Anaheim and Moscow / by Woon Chull Joung	Joung, Woon Chull	2014
Extending a church's ministry through small Bible study groups / by David Kast.	Kast, David	1977

Developing guidelines for Baptist State Fellowships: tested with Iowa Southern Baptist Fellowship / by Ernest J. Kelley.	Kelley, Ernest J.	1987
Using Core Values to Establish One-on-One Ministry to Make Disciples of Christ at Mt Zion Baptist Church, Ontario, Ca / Brian E. Kennedy, Sr.	Kennedy, Sr., Brian E.	2012
Church Planting Strategy and Implementation: Reaching the Loved Ones of the Incarcerated in Fremont County, Colorado/ by Morgan Denton Kerr.	Kerr, Morgan Denton	2009
A Proposal for the Equipping of a Select Group of Brazilians to Start a Purpose-Driven Church Among the Gated Communities and the High-Rise Apartment Dwellers in the Beach-front Area of the City of Rio de Janeiro, Brazil/ by Guy Key.	Key, Guy	2008
Implementing a process of leadership training at Calvary Korean Baptist Church utilizing value management paradigm / by Dae Young Kim.	Kim, Dae Young	2011
Strategy of church growth project for the newly established Korean Baptist churches in California / by David H. Kim.	Kim, David H.	1986
Developing, implementing, and evaluating a program of mobilizing 1.5 generation Korean-Americans to be tentmakers in Norwalk Boulevard Baptist Church / by Dong Whan Kim.	Kim, Dong Whan	1997
Designing and conducting a program for cross-cultural nurture to Korean immigrant parents for nurturing second generation / by Faith Kyung Kim.	Kim, Faith Kyung	1987
Designing and implementing a ten-week evangelistic outreach program at Joyful Church / by Hak Cheong Kim.	Kim, Hak Cheong	2011
Training and equipping lay members through personalized discipling to promote maturity at the Grace Korean Baptist Church / by John Jungwon Kim.	Kim, John Jungwon	1996
Developing a team approach to local church planting within the University Community in Tokyo, Japan / by Paul K. S. Kim.	Kim, Paul K. S.	2000
Development and implementation of a senior citizen ministry for the elderly members of the Seoul Korean Baptist Church in Houston, Texas / by Soon Il Kim.	Kim, Soon Il	1991
Helping a church to embrace community ministries / by Cynthia A. Kinnison.	Kinnison, Cynthia A.	2001

Enabling church leaders to assist families experiencing domestic violence / by Paul F. Kinnison.	Kinnison, Paul F.	1994
Incorporating visuals in worship at Southwinds Church / by Gary M. Kinser.	Kinser, Gary M.	2001
Premarital nurturing for single young adults in the local church / by Jerry A. Kirkpatrick.	Kirkpatrick, Jerry A.	1978
Minister formation: a journey of self-understanding for personal growth / by Alfred Yiu Chuen Kong.	Kong, Alfred Yiu Chueng	2004
Establishing a follow-up ministry as an integral part of discipleship/evangelism in a church / by Stan Samuel Krouse.	Krouse, Stan Samuel	1979
Strengthening the ministry of preaching through the involvement of lay people and peers / by Edward Kuffel.	Kuffel, Edward	1994
To develop and test a training model for preparing Chinese church leaders in effective conflict management / by Peter C.H. Kung.	Kung, Peter C. H.	1988
Developing, implementing, and evaluating a program of outreach into the Portuguese community of Oakland, San Leandro, and Hayward through a radio broadcast in their own language / by John Timothy Kunkel.	Kunkel, John Timothy	1988
Developing awareness of potential for Christian growth in selected church members through the small group process / by Walter Lacey.	Lacey, Walter	1978
Selection and training of an associational task force team to start new missions / by Don Laing.	Laing, Donald A.	1982
Preparing a congregation to plant new churches by sending out start teams from within their own membership / by Daniel S. Lambert.	Lambert, Daniel S.	2003
Project to equip members as ministry leaders for faith community church of Rohnert Park, California / by Gerald L. Lanford.	Lanford, Gerald L.	2003
Development and administration of a plan for renewal and growth in rural and small town churches which are in decline, or are on a growth plateau / by Thomas F. Lang.	Lang, Thomas F.	1989

Reaching Men Using a Wrestling Event / by William Randall Langham.	Langham, William Randall	2012
Pastoral supervision as ministry: developing and implementing church staff supervisory plans / by Norman H. Langston.	Langston, Norman H.	1999
Development and administration of the leadership training program for the New Baptist Young Men's Program Organization for the churches of the Baptist General Convention of Texas / by John Long LaNoue, Sr.	LaNoue, John	1989
Developing a ministry to orient and incorporate prospective members into the total ministry of Cornerstone Evangelical Baptist Church / by Chanson Lau.	Lau, Chanson	1993
Developing leadership to transition a body of people from a mission to a church / by Vinh Ngoc Le.	Le, Vinh Ngoc	1998
Marriage enrichment program developed for Korean churches in the United States: implemented at Korean First Baptist Church, San Jose, California / by Chi Choon Lee.	Lee, Chi Choon	1990
The Compass Seminar: Mobilizing Business Travelers to Participate in God’s Mission / by Tony J. Lee.	Lee, Tony J.	2012
From abstract to concrete: facilitating spiritual growth in new believers at Calvary Korean Baptist Church of Los Gatos through a narrative bible study / by Yongjoo Lee	Lee, Yongjoo	2013
Developing a community ministry through the aid of congregational typing for the Village Baptist Church of Madera, California / by Charlie F. Leffingwell.	Leffingwell, Charlie F.	1984
Assessing the Use of Covenant to Enhance the Relationship Between Pastors in a Chinese Church/ by Wing Lem	Lem, Wing	2010
Developing a program to teach stewardship giving to selected lay leaders at Shatin Baptist Church, Hong Kong / by Ting Yik Leung.	Leung Ting Yik	1993
Infolding: a vital ministry for growing churches / by Frank Russell Lewis.	Lewis, Frank R.	1991
Recovering inactive church members through visitation / by Robert Douglas Lewis.	Lewis, Robert Douglas	1982

Creating a model for personal, family, and spiritual growth among a select group of men at Eagle Mountain Baptist Church / by Thomas G. Lewis.	Lewis, Thomas G.	1996
Initiation of a marriage enrichment program in the Jyan De Baptist Church of Taichung, Taiwan / by Stephen Liaw.	Liaw, Stephen Kuentien	1988
Developing ministerial resilience and sustainability among a select group of pastors through biblical community / by Bill Lighty.	Lighty, Bill.	2011
Developing youth for spiritual vocation in a Chinese-American community / by David Lim.	Lim, David	1973
Overcoming social barriers with heterogeneous small group ministry in a multicultural and multiracial church / by George K. Lim.	Lim, George K.	1995
Introducing home-centered evangelism through the Baptist Theological Seminary of Guatemala / by Ted Lindwall.	Lindwall, Ted	1989
Building team spirit among the ministerial staff at First Baptist Church of Grapevine, Texas / by David Richard Lineberger.	Lineberger, David Richard	1994
To develop and test a training model for equipping selected church members of Mandarin Baptist Church of Los Angeles in presenting the gospel to People's republic of China Chinese immigrants / by Samuel S. Ling.	Ling, Samuel S.	2001
The Development and Implementation of a System of Intentional Assimilation at a Large Church/ by Christopher M. Little	Little, Christopher M.	2009
Equipping leadership for church growth in a multicongregational church / by Glen H. Little.	Little, Glen H.	1984
Training institute designed to lead African-American churches to support missions through associational and national giving / by Carl J. Logan.	Logan, Carl J.	2004
Identification, evaluation, and treatment of stress among Mexican American pastors / by Rosendo Lopez, Jr.	Lopez, Rosendo	1988
Emergency service chaplaincy training for ministers / by William Lotz.	Lotz, William	1999

Equipping college students to discover and use their spiritual gifts in leadership and ministry / by George Loutherback.	Loutherback, George	1994
Program to establish a covenant of role expectations in Blossom Hill Baptist Church, San Jose, California / by John Allan MacDonald.	MacDonald, John Allan	1975
Leading the development of a strategic long-range plan for Emmanuel Baptist Church, Saskatoon / Cal K. Malena.	Malena, Cal K.	2007
Missional Evangelism Training for Three Canadian Church Plants/ by Kelly Manire.	Manire, Kelly	2008
Project for developing and implementing an evangelistic outreach ministry to Japanese Buddhists / by Curtis W. Marshall.	Marshall, Curtis W.	2001
Loving God with the totality of our being: a whole-person model for seeking God as one's highest passion / by James W. Martin	Martin, James W.	2013
Enriching the prayer lives of a select group of members from Quinault Baptist Church by teaching them types of prayer better suited for their temperaments / by Mitch W. Martin.	Martin, Mitch W.	1994
Enhancing the spirituality of college students through spiritual direction / by W. Scott McBroom.	McBroom, W. Scott	1992
Application of the biblical doctrine of repentance in the local church in preparation for spiritual awakening / by David D. McConkey.	McConkey, David D.	1993
Preaching to strengthen families / by James A. McCullen.	McCullen, James A.	1981
Implementation of the mass evangelism component of the intentionally evangelistic church pilot strategy in the Westwood Baptist Church, Live Oak, Florida / by Don L. McCutcheon, Sr.	McCutcheon, Don L.	2001
Establishing an intergenerational group in the urban church / by A.L. McDaniel.	McDaniel, A.L.	1979
Development and implementation of structure for the use of missionaries on furlough to assist in enlisting pastors to serve as foreign missionaries / by Bob McEachern.	McEachern, Bob	1990
Development and implementation of team of disciplemakers to help Christians mature at Beall Chapel Baptist Church / by Ken McEachern.	McEachern, Kenneth Ray	2002

Development and implementation of a teaching program to help single adults in their relationships with the opposite sex / by Prentis B. McGoldrick, Jr.	McGoldrick, Prentis B.	1990
Supervised ministry for new, active duty chaplains in the United States Air Force / by Gene K. McIntosh.	McIntosh, Gene K.	1986
The Epaphras Project: A Church Planter Training Program Focusing on College Students in Central New York/ by John Michael McQuitty.	McQuitty, John Michael	2009
Equipping pastors in the development of an intentional strategy of evangelism for the local church / by Randy P. McWhorter.	McWhorter, Randy P.	2003
Leading the Maranatha Ethiopian Christian Fellowship to Embrace Their Spiritual Gifts/by Melaku Mekuria	Mekuria, Melaku	2010
"Without a vision the people perish": establishing a purpose statement and goals at Mountain View Baptist Church, Lakeside, California / by Michael S. Mendoza.	Mendoza, Michael S.	1991
Training people to function evangelistically among diplomatic personnel / by Ron Meron.	Meron, Ron	1988
Developing a Support Network of Coaches to Work with Congregational Pastors in the Christian Church (Disciples of Christ) of the Ohio Region for the Purpose of Revitalizing the Local Church / by Janet L. Mers.	Mers, Janet L.	2012
Integrating Unbelievers into Small Groups / by David H. Mills.	Mills, David H.	2012
Multiplying the Messengers: Discovering and Equipping Local Missionaries for Local Missions/ by Gordon Hans Mills.	Mills, Gordon Hans	2009
Developing and implementing a volunteer chaplaincy program at Saint Louise Regional Hospital in Gilroy, California / by Mark S. Milwee.	Milwee, Mark S.	2004
Cross-training model for an associational staff with more than twelve program personnel / by Milfred Minatrea.	Minatrea, Milfred	1993
Training committee leaders in group decision making / by Terry K. Minton.	Minton, Terry K.	1985
Implementing an Intentional Plan of Self Care for the Nurses and Patient Care Staff of Kaweah Delta Medical Center/ by Kent Arthur Mishler.	Mishler, Kent Arthur	2009

Developing a pastoral care team ministry at Calvary Baptist Church of Tucson, Arizona / by Dennis L. Mixer.	Mixer, Dennis L.	1992
Priscilla and Aquila project: equipping married couples to serve together on ministry care teams for High View Baptist Church / by Howard W. Moffatt, Jr.	Moffatt, Howard W., Jr.	1998
Deepening the Spiritual Lives of College Students in the First Baptist Church College Ministry Through the Implementation of an Intergenerational Mentoring Program/ by Stewart Marvin Moody.	Moody, Stewart Marvin	2009
Leading a Team-based Assessment for the Sustainability of Derby Hill Baptist Church/ by Henry Moore.	Moore, Henry	2008
Equipping Short-term Mission Groups for Resort Ministry in Summit County within the Context of Outdoor Leisure Settings/ by Patricia Moore.	Moore, Patricia	2007
Interactive process for the development of proactive ministry at Leary Baptist Church / by Thomas Moore.	Moore, Thomas	1998
Enlisting and training of adult members of a military chapel in discipleship / by Timothy T. Morita.	Morita, Timothy T.	1994
Equipping religious leaders in medical ethics and decision-making advocacy / by Kenneth P. Mottram.	Mottram, Kenneth P.	2003
Long-range planning process for Immanuel Baptist Church / by Mike Mowery.	Mowery, Mike	2000
Model of leadership development for the multiethnic church / by Walter F. Mueller.	Mueller, Walter F.	2001
Empowering volunteer leaders through ministry supervision / by Kevin A. Muilenburg.	Muilenburg, Kevin A.	2003
Designing and Implementing a Training Program Based on an In-depth Study of Ten Biblical Characters for Small Group Leaders at Disciples KBC of Houston / by Bright Myungchul Jung	Myungchul, Bright Jung	2014
Spiritual growth of adults: developing and implementing an integrated strategy at Cochrane Alliance Church / by Donald James Neufeld.	Neufeld, Donald James	2003

Implementation of a suicide prevention program in an engineer brigade / by Christopher C. Ng.	Ng, Christopher C.	2002
Model of discovering and training God-called lay people to become bivocational ministers for ethnic churches / by Tuan Anh Nguyen.	Nguyen, Tuan Anh.	1994
Development of a program of retirement planning at College Park Baptist Church in Las Vegas, Nevada / by Bob Norvell.	Norvell, Bob	1991
Raising cross-cultural competence in leaders for the urban multicultural church / by Benton Craig O'Brien.	O'Brien, Benton Craig	2003
Developing an effective children's worship in a local church / by Emmanuel O. Odebunmi.	Odebunmi, Emmanuel Olaleke	1982
Developing a Ministry to Homebound Seniors and Nursing Home Residents at Calvary Baptist Church Los Banos, CA/ by Nathan Ogan	Ogan, Nathan	2010
Development and implementation of a plan for a local church involvement in a medical mission to Nigeria / by John Kayode Ojewole.	Ojewole, John Kayode	1995
Seeing With Missional Lenses: Becoming the Missionary People God Intended Us To Be/by Ashley D. Olinger	Olinger, Ashley D.	2010
Provision of experiences of community for selected students at the University of California through small groups / by Del Olsen.	Olsen, Del	1975
Developing a specialized ministry to senior adults in a Nigerian urban church / by Amos Abiodun Omoresemi.	Omoresemi, Amos Abiodun	1982
Developing of a five-year master plan of action for the First Southern Baptist Church of South San Francisco, California / by Charles O'Neal.	O'Neal, Charles	1975
Study on utilizing visual arts for spiritual growth in Christian aesthetics / by Steven Oswalt.	Oswalt, Steven	2004
Directed process of congregational vision discovery and goal formulation for South Side Baptist Church / by Kenneth W. Overturf.	Overturf, Kenneth W.	2005

Development and implementation of a basic Spanish model for equipping Hispanic pastors and wives to lead a marriage enrichment experience in their local churches / by James T. Page.	Page, James T.	1992
Disaster relief chaplaincy for community clergy / by Naomi Kohatsu Paget.	Paget, Naomi Kohatsu	2003
Equipping Men to Reach Men/by Timothy D. Palmer	Palmer, Timothy D.	2010
Identifying and dealing with antagonists in the church in a Biblical manner / by Paul G. Paquin.	Paquin, Paul G.	2007
Equipping of selected ethnically blended couples to become effective leadership for the ministry of interracial marriage enrichment / by Dong W. Park.	Park, Dong W.	1998
Community outreach through the establishment of the children's mission school called Mission Rangers at Dream Baptist Church / by Jiwon Park.	Park, Jiwon.	2011
Improving marital health through personal spiritual disciplines and couple understanding skills / by Kevin G. Parker.	Parker, Kevin G.	2011
The discovery, implementation and measurement of discipleship goals among Persian people in a new church start/ by Bryan Peistrup.	Peistrup, Bryan	2007
Equipping Spiritual Companions Among Internationals In A New Church Start/ by Tak Yee Christina Peistrup	Peistrup, Tak Yee Christina	2007
Development of an equipping ministry as a model for pastoral care by pastor and deacons / by Bill Pemberton.	Pemberton, Bill	1979
Intitiating a Missional Support System for Pastors to Address Areas That Lead to Discouragement / by Russell Peters	Peters, Russell	2014
Identifying and augmenting the support system for Southern Baptist directors of associational missions / by William Kenneth Peters.	Peters, William Kenneth	1985
Preaching to enable confident living / by Henry L. Peterson.	Peterson, Henry L.	1978
Development of a model for training Vietnamese Christians to respond to family members who are involved in ancestor worship practices / by Henry H. Phan.	Phan, Henry H.	1996

Equipping and training Taiwan Baptist Theological Seminary faculty in the use of selected audio-visual materials and equipment for classroom and library instruction / by Linda E. Phillips.	Phillips, Linda E.	1986
Training program that equips seminary students to lead home cell groups / by Bart Physioc.	Physioc, Bart	1988
A Systematic Approach to Train Select Members of Good Hope Missionary Baptist Church to Become Licensed Ministers/ by Lanelle Pickett, Sr.	Pickett, Lannelle Sr.	2009
Equipping ministry leaders to coach other ministry leaders in Hudson Baptist Association / by Sean P. Pierce.	Pierce, Sean P.	2011
Utilizing a small group approach to encourage broadened spirituality / by James H. Pittman.	Pittman, James H.	1998
A Project to Equip Selected Believers of Chapel in the Hills to Grow in Spiritual Formation/ by Mark A. Plaza	Plaza, Mark A.	2011
Development of a small group of leaders to direct an ongoing process of assimilation procedures at Royal Avenue Baptist Church / by Steven D. Pope.	Pope, Steven D.	1995
Developing a ministry to the temporary summer employees in Yellowstone National Park / by Myron Joseph Porter.	Porter, Myron Joseph	1981
Development and implementation of a training program for evangelistic growth in metropolitan churches using principles of context-indigenization / by Emmett Eugene Powers.	Powers, Emmett Eugene	1991
Student leadership development in Baptist Student Union / by Glenn Prescott.	Prescott, Glenn	1989
Retirement planning: a model for ministry / by Tom E. Prevost.	Prevost, Tom E.	1978
Evaluating the effectiveness of preaching in changing basic attitudes / by Levi Weldon Price.	Price, Levi Weldon	1976
Project for equipping lay people as a ministry leadership team at Grace Baptist Church, Bend, Oregon / by Edward Dale Pugh.	Pugh, Edward Dale	1995
Equipping lay people as ministry leaders to mentor others for Christian maturity in a tricultural Chinese church / by Jenny Chu Quey.	Quey, Jenny Chu	2005

A specialized church training program for First Southern Baptist Church, Monrovia, California / by Ronald Rasch.	Rasch, Ronald	1976
Bible speaks on parenting: a workshop / by James R. Rawls.	Rawls, James R.	1984
Initiating a system of staff affirmation for a multi-staffed Baptist Association / by Don W. Reed.	Reed, Don W.	1985
New directions: the development and training of a new member assimilation team using existing denominational materials / by Jeffrey Thomas Reed, Sr.	Reed, Jeffrey Thomas	1989
Leading Santa Rosa Baptist Church to identify with its community and begin a process of outreach to a specific target group / by Michael E. Reed.	Reed, Michael E.	1997
Developing and implementing a plan to attract Oregon State University students to Grant Avenue Baptist Church / by Don Reeves.	Reeves, Don	1997
Training mentors to utilize the jumpstart curriculum at Northpoint Christian Fellowship / by Paul M. Reinhard	Reinhard, Paul M.	2015
Strengthening the Family Through an Integrated Biblically-based Parent and Child Workshop with Follow-up Support Groups/ by Ross Reinman.	Reinman, Ross	2007
Utilizing a preaching advisory team in order to strengthen sermon application / by Errol F. Rempel.	Rempel, Errol F.	2003
Mentoring Saddleback Church Staff Women for Increased Ministerial Excellence/by Deborah Kerner Rettino	Rettino, Deborah Kerner	2010
Implementation of the California State Youth Missions Camp to improve mission involvement and prepare youth for future ministry / by Charles E. Reynolds.	Reynolds, Charles E.	1989
Encouraging a shared ministry plan through development and implementation of a bivocational ministry covenant / by Ron Rice.	Rice, Ron	1998
Leading a church in preparation and planning for church planting / by Mark D. Riley.	Riley, Mark D.	1990
Building effective leadership teams: a process to aid pastors in major ministry projects / by Mark S. Rindels.	Rindels, Mark S.	2005

Leading Baptist Collegiate Ministers to Integrate Spiritual Discipline That Will Produce an Increase in Spiritual Conversations With Those Who Do Not Know Jesus / by J. Kirk Ritchey	Ritchey, J. Kirk	2014
Effecting changes in the understanding of pastoral leadership skills of Baptist seminary students in Eastern Africa through a course of study using experiential learning / by Will J. Roberts.	Roberts, Will J.	1987
Total church discipleship: developing a holistic, people-centered system of Christian education for a local church / by Wade Hampton Robertson.	Robertson, Wade Hampton	2001
Spiritual Formation through Collaborative Art: Developing a Training Curriculum for Christian Artists in Marin County California / by David G. Robinson.	Robinson, David G.	2012
Development of a training program to prepare church workers for cross-cultural ministry / by Kathleen Anne Casey Roblyer.	Roblyer, Kathleen A. Casey	1990
Foundational and developmental music workshop to equip church vocalists for effective music ministry / by Miguel Rodrigues, Jr.	Rodrigues, Miguel	1996
Developing a team approach to ministry among volunteers from Trinity Southern Baptist Church / by Kenneth G. Rope.	Roper, Kenneth G.	2000
Finding strategic approaches for Central Baptist Church to reach gated communities in the Coachella Valley / by Clint J. Ross.	Ross, Clint J.	2000
Designing a bible based anger management program for churches / by Michael Ross.	Ross, Michael	2013
Developing and implementing an associational model for a church growth institute / by P. Ronald Rowe.	Rowe, Ronald P.	1993
Transferable orientation process for new student directors in the Northwest Baptist Convention / by Bob Royall.	Royall, Bob	1999
Training the Leadership Team of the BCM at Georgia State University in the Skills of Team-Based Discipleship/ by Teresa W. Royall	Royall, Teresa W.	2009
Model of associationalism based on networking ministry teams / by Daniel H. Rupp.	Rupp, Daniel H.	1997

Traumatic Stress and Emergency Services Training for Pastoral Caregivers / by Carl Russell.	Russell, Carl	2012
Developing a long-range plan for First Baptist Church, Moriarty, New Mexico, a church in a transitional community / by Rodger S. Russell.	Russell, Rodger S.	1992
Identifying and coping with ministry burnout / by Robert E. Ryan.	Ryan, Robert E.	1994
Training laymen for preaching / by James G. Salmons.	Salmons, James G.	1980
Team approach to planning and implementing campus ministry on multiple college campuses in the Columbia Basin Baptist Association / by James P. Sanders.	Sanders, James P.	2006
Helping church growth through small group koinonia program at the Cornerstone Evangelical Baptist Chinese Speaking Church, San Francisco / by George O. Sanusi.	Sanusi, George O.	1985
Experiment with selected classic spiritual disciplines in the context of Christian community / by Russell W. Savage.	Savage, Russell W.	2004
Soul friend discipleship through the local church / by James Martin Schafer.	Schafer, James Martin	1996
A Team Approach to Support Development For Baptist Collegiate Missionaries / by Brad Schneeflock	Schneeflock, Brad	2014
Seeking to improve the quality of marital communication for ten couples of Iglesia Bautista White Road / by Juan Miguel Sclafani.	Sclafani, Juan Miguel	1989
Developing and implementing a training program to enhance the leadership skills of pastors and church leaders in the Benga and Nkhotakota Baptist Associations in Malawi, Africa / by B. Rue Scott.	Scott, B. Rue	1987
Developing a process for equipping lay leaders to start small group Bible studies at Riviera Baptist Church, Eugene, Oregon / by Rickey P. Scott.	Scott, Rickey P.	2000
Implementing a training model for multiplying church network level I facilitators / by Bobby S. Sena.	Sena, Bobby S.	2006
Application of growth factors for Korean churches in a local situation / by Fhi Wung Seo.	Seo, Fhi Wung	1978

Genesis and development of a Christian nursery school at the First Assembly of God in San Rafael / by Reuben James Sequeira.	Sequeira, Reuben James	1975
Development and implementation of a premarital counseling program as an outreach ministry of the local church / by Kenneth R. Shadle.	Shadle, Kenneth R.	1991
Growth factors in Mexican American Southern Baptist churches / by Keith Delano Shelton.	Shelton, Keith Delano	1978
Development of clergy-laity ministry relationships: building trust after failure / by Ronald D. Shepard.	Shepard, Ronald D.	1987
Developing a biblical approach to dealing with emotions and equipping selected leaders in the application of this approach / by Ross J. Shepherd.	Shepherd, Ross J.	1997
Leading a select group of pastors in using effective coping skills to deal with stress in ministry / by Herbert Earl Shipp.	Shipp, Herbert Earl	1985
Equipping church staff from Central Baptist Association to implement situational leadership concepts within the local church / by Frank W. Shope, Jr.	Shope, Frank W.	2002
Negotiating a cooperative agreement / by George E. Shore.	Shore, George E.	1985
Building a Team Committed to Lead Evangel Chinese Baptist Church to Become a Mission-Focused Church/by Roland KH Shum	Shum, Roland KH	2010
Theological Reflection as a Mentoring Paradigm in Theological Field Education for The Integration of Theology Into Life and Ministry / by Swee-Kee Sim	Sim, Swee Kee	2014
Training leaders for the development of an alternative Bible study and discipleship program through small groups at Highland Hills Baptist Church / by John Mark Simmons.	Simmons, John Mark	1995
Training Blacks to minister with Hispanics in the transitional community of Compton / by Willie Simmons.	Simmons, Willie	1983
Developing a model for merging churches / by Hazen M. Simpson.	Simpson, Hazen M.	1994

An Intentional Mentoring Program to Develop Healthy Habits in New Ministers for Their Personal, Spiritual, and Collegial Development Within a Ministry Field/ by Leslie Steven Simpson.	Simpson, Leslie Steven	2008
Development and administration of a continuous outreach program for Los Angeles Crenshaw Baptist Church / by Jeremy Chi Kim Sin.	Sin, Jeremy Chi Kim	1991
Training the deacons at First Baptist Church, Corinth, Texas to understand, identify and utilize their spiritual gifts for use in a team ministry context / by David Paul Smith.	Smith, David Paul	2004
Training deacons for assigned ministry in an inner city Black church / by James Alfred Smith.	Smith, J. (James) Alfred	1975
Developing a multiple staff with bi-vocational ministers in a resort setting / by Jerry P. Smith.	Smith, Jerry Paul	1983
Ethnic stewardship education process for Ukrainian Baptist churches / by Stanley K. Smith.	Smith, Stanley K.	1993
Southern Baptist orientation program for the Korean Baptist Church leaders in the United States / by Tommy Sohn.	Sohn, Tommy	1992
Planning and implementing church plant development at Emmanuel Baptist Church, Sacramento, California / by Richard Shipman Spangenberg.	Spangenberg, Richard Shipman	1977
Construction and implementation of a clinical staff training program for a Christian child care institution / by Ted S. Sponsel.	Sponsel, Ted S.	1983
Development of a holistic health care model to neglected people groups in Korea / by Robert E. Springs, Jr.	Springs, Robert E.	1993
Conduct of a marriage enrichment program in a local church / by Dewey Francis Squyres.	Squyres, Dewey F.	1977
Integration of language leadership training into the annual New Work Leadership Conference / by Jerry G. St. John.	St. John, Jerry Gilbert	1989
Equipping a generation X ministry team to communicate effectively the Ten Commandments in a series of postmodern worship services / by Bradley C. Stahl.	Stahl, Bradley C.	1999

Supervised ministry for Sr. High and college students as a testing ground for pastoral leadership / by Jeffrey W. Stahl.	Stahl, Jeffrey W.	1995
Leading Evangelical Russian Believers to Practice Cell Group Principles/ by James Bradley Stamey	Stamey, James Bradley	2010
Effecting change in worship / by Bob Stanford.	Stanford, Bob	1994
Development and administration of a strategy for equipping churches in the Toledo Bend resort area to congregationalize people living in resort retirement communities / by Vernon Louis Stephenson.	Stephenson, Vernon Louis	1989
Understanding pastoral needs: training church leaders to discover, evaluate, and respond to pastoral needs / by Mike Stewart.	Stewart, Mike	1994
Training lay leaders to become conflict ministers / by Floyd Michael Story.	Story, Floyd Michael	1995
Establishing and nurturing community in the local church through supervised small house groups and shepherd care-giving / by Andrew Strachan.	Strachan, Andrew	1989
Equipping parents of handicapped children for the management of no-end grief / by Delton Earl Straub.	Straub, Delton Earl	1995
Six months preaching program planned to meet the needs of the people and pastor of the First Baptist Church of San Francisco, California / by John B. Streater.	Streater, John B.	1976
Increasing the visibility of the First Baptist Church of Beverly Hills through the development of Community Ministry / by Tom Stringfellow.	Stringfellow, Tom	1992
Equipping volunteer church workers to perform more effective ministry / by Robert H. Stuckey.	Stuckey, Robert H.	1987
To Lead the Family of Faith Fellowship to Value and Participate in Corporate Prayer as the Primary Means to Discern the Specific Will of God for the Church/ by Edward Stutz.	Stutz, Edward	2008
Process for church development in cross-cultural sponsorship / by Gustavo V. Suarez.	Suarez, Gustavo V.	1997
The Impact of Intentionality on the Effectiveness of Native Indian Church Ministry Leaders/by Allen Scott Tafoya	Tafoya, Allen Scott	2010

Developing and implementing an outreach program to foreign students from Hong Kong at the University of California at Berkeley / by George Tan.	Tan, George	1993
Experiencing God: a retreat for ministers and psychotherapists / by Edgar A. Tanner.	Tanner, Edgar A.	1992
Enhancing the ministry of public worship in the local church / by Don Ronald Taylor.	Taylor, Don Ronald	1980
Individualized program of planning and supervision of student summer missionaries / by Edgar Wayne Taylor.	Taylor, Edgar Wayne	1989
Development and implementation of a family discipleship program that leads youth to enter a covenant relationship with their parents / by Joe K. Taylor.	Taylor, Joe K.	1993
Training clerks and using computers to keep complete and accurate church records / by Newell Edward Taylor.	Taylor, Newell Edward	1983
Developing selection and training criteria for deacons to minister cross-culturally at an urban ethnic church / by Andrew S. Teo.	Teo, Andrew S.	2003
Self-esteem improvement for incarcerated women at the Northern California Women's Facility, Stockton, California / by Robert J. Thomas.	Thomas, Robert J.	1994
Equipping parents to be the primary Christian sex educators in their family / by James Tille.	Tille, James	2000
Development, implementation, and evaluation of a cell multiplication model for the Crosspoint Community Church, a cell-based congregation / by Don G. Tillman.	Tillman, Don G.	1997
Developing a strategic alliance between selected churches with the University of Nevada, Las Vegas Christian Challenge to fulfill a Great Commission strategy / by Stephen Wesley Timmons.	Timmons, Stephen Wesley	2011
Application of transactional analysis in selected church activities / by George A. Torney.	Torney, George A.	1973
Program to help Veitmamese couples in the management of marital stress / by Joshua Mnihhai Tran.	Tran, Joshua Minhhai	1998

Effective administrative leadership of a Chinese church in the American culture / by Simon Hon-leung Tsoi.	Tsoi, Simon Hon-leung	1986
Scottish Baptist partnership: the effective placement of Southern Baptist missionary personnel invited to serve with Scottish Baptist churches / by Loren Cleland Turnage.	Turnage, Loren C.	1985
Leading Church Members to Develop an Ability to Study the Bible Independently / by David A. Turner.	Turner, David A.	2012
Leading the Forest Avenue Baptist Church to adopt a system of planning using the church council / by Marion T. Vance.	Vance, Marion T.	1987
Changing the Leadership Structure of a Baptist Church to Align Ministries with Care Functions of the Church/ by Douglas M. Vaughan Jr.	Vaughan, Douglas M. Jr.	2010
Mentoring process of disciple making for Crosspoint Community Church / by Douglas W. Vaughan.	Vaughan, Douglas W.	2000
Contextualized theological education: development and implementation of a basic pastoral skills training retreat for Texas Hispanics / by Raul Angel Vazquez.	Vazquez, Raul Angel	1988
Development of a model to train Christan Casino/Resort employees in marketplace ministry / by Jeffrey E. Wagner.	Wagner, Jeffrey E.	1997
Initiating an ordered practice of spiritual disciplines among a select group of members at Peachtree Baptist Church, Atlanta , Georgia / by Robert H. Walker, Jr.	Walker, Robert Harry	2004
Increasing Cross-Cultural Ministry at Mississippi Delta Community College/by David Anthony Wallace	Wallace, David Anthony	2010
Vocational guidance for selected students of Simpson College / by Leonard S. Wallmark.	Wallmark, Leonard S.	1979
Facilitating spiritual formation of selected lay leaders in the Trinity Heights Baptist Church / by Lonnie Wascom, Jr.	Wascom, Lonnie	1990
Establishing first phase of staff supervision system in Shatin Baptist Church--a cell-based church in Hong Kong / by Chiver Wat.	Wat, Chiver	2002
Equipping Female Leaders to Do Small Group Ministry at First Chinese Baptist Church of Phoenix/ by Louisa Wat	Wat, Louisa	2009

Equipping of selected deacons to become trainers in a short term evangelism training ministry / by William F. Watkins.	Watkins, William F.	1991
Developing and implementing a mentoring program to at-risk youth / by George Christopher Watson.	Watson, George Christopher	2004
Pastoral facilitation of personal and relational development through growth groups / by Ralph Webb.	Webb, Ralph	1978
Training and equipping lay-people to be spiritual leaders with a shepherd's heart / by Wendell Webb.	Webb, Wendell	2011
Creating a Process for Developing Male Servant Leaders / by John W. Wells Jr.	Wells, John W., Jr.	2014
Enhancing church staff relationships using the Myers-Briggs type indicator and the California Psychological Inventory / by Mitch Wesley.	Wesley, Mitch	2000
Creating a Church Culture That Embraces an Evolving Multi-Ethnic Congregation/ by Julius Lloyd West	West, Julius Lloyd	2011
Development and use of an ethical model in a counseling ministry on a technological university campus / by John Paul Wheeler.	Wheeler, John Paul	1991
Analyzing and ministering to need as a way of promoting growth in the Baptist Student Union of Western Illinois University / by J. Samuel White.	White, J. Samuel	1989
Implementing partnership between the North American Mission Board and its partners by jointly developing an assessment tool for Baptist ministry centers / by L. Jean White.	White, L. Jean	2001
Using a preaching advisory team to improve the preaching ministry / by Randall J. White.	White, Randall J.	2000
Utilizing affinity groups to build relationships, share Christ, and lead people to become missional / by Anthony Charles Whitmire.	Whitmire, Anthony Charles	2007
Cooperative agreement between the Home Mission Board and the Canadian Convention of Southern Baptists / by Fermin Agustin Whittaker.	Whittaker, Fermin Agustin	1992
Pedagogy and worship: the First Baptist Church of Silver City, New Mexico / by Don Howard Wiley.	Wiley, Don Howard	1982

Matching the man to his ministry: a workshop of intentionality for pastors / by Paul Nelson Wilhelm.	Wilhelm, Paul Nelson	1997
Developing a church growth manual for Southern Baptist Puerto Rican churches according to the principles of contextualization / by Larry Wilkerson.	Wilkerson, Larry	1983
Equipping a group of church members to use mass marketing in order to attract visitors to church services / by Ben Wilkins.	Wilkins, Ben	1995
Creating an inter-church school for lay ministry training / by Charles Barry Willbanks.	Willbanks, Charles Barry	1977
How to initiate a house church planting movement in Ciudad Juárez, Mexico / by James A. Williams, Jr.	Williams, James A. Jr.	2006
Maturing disciples by contracting selected goals / by Richard L. Williams.	Williams, Richard L.	1980
The Intentional Spiritual Formation of Taylor Memorial Baptist Church, by Integrating Theological, Doctrinal, and Spiritual Rigor in Choir Rehearsal and Performance / by Frederick J. Wilson.	Wilson, Frederick J.	2012
Developing and implementing a Laos ministry base for First Baptist Church of Palm Desert / by James Lawrence Wilson.	Wilson, James Lawrence	1991
Preparing Leaders to Work With New Churches as Short-Term Missionaries in Valley Rim Southern Baptist Association in Mesa, Arizona / by Debra Wolfrey	Wolfrey, Debra	2014
Strengthening the prayer lives of a selected group of First Chinese Baptist Church members by teaching them to lead public prayers that are prepared / by Benny Wong.	Wong, Benny	2001
Training church planters in the former Soviet Union / by John Worcester.	Worcester, John	2000
Leadership Coaching for Pastors Leading to Personal Fulfillment and Higher Levels of Ministry Performance/ by Michael Wright	Wright, Michael	2008
Increasing knowledge among church members concerning the praise of God / by Mitchell Warren Wright.	Wright, Mitchell Warren	1985

Leading a select group of volunteers in the publication and promotion of a State Baptist Newspaper for California Southern Baptist Convention / by Mark A. Wyatt.	Wyatt, Mark Allen	2000
Model to equip and motivate the laity to become involved in the missions ministry of the First Baptist Church of Carrollton, Texas / by John Wesley Yarbrough.	Yarbrough, John Wesley	1997
Training a Select Group of Leaders to Cultivate Unity Within a Recently Merged Korean American Congregation in San Jose, California/ by Kun Chun Yi	Yi, Kun Chun	2009
Developing and Implementing a Process for Mobilizing and Selecting Small Group Leaders/by Byung Sam Yoon	Yoon, Byung Sam	2010
Leadership Training for Selected Cell Leaders at Yoido Baptist Church/ by Sang Uk Yoon	Yoon, Sang Uk	2011
Developing a system to strengthen marriages of Christian couples involved in small group leadership at Jesuwon Community Church / by Seong-Jong Yoon	Yoon, Seong-Jong	2014
Leading church members to define their theology of worship and relate it experientially / by Gary Fred Young.	Young, Gary Fred	1981
Training parents to understand and apply principles of spiritual nurture to their own children / by Frank T. Zamora.	Zamora, Frank T.	1988
Developing, implementing and evaluating a program of outreach to the San Francisco Middle Eastern community using health and public service information as a communications vehicle / by Anton E. Zoughbie.	Zoughbie, Anton E.	1989

(This page intentionally blank to accommodate future Project Titles)

APPENDIX M: STANFORD GRADUATE SCHOOL OF BUSINESS EXECUTIVE BRIEFINGS DVD PROGRAMS

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These can be used to supplement D.Min. Specialist Seminars. Titles listed below are available to borrow from the GATEWAY Library.

Coaching a Winning Team

Tara VanDerveer, Director and Head Coach, Women's Basketball, Stanford University

Building credibility and consensus in a vision. Using enthusiasm to turn around team motivation. Identifying and using complementary strengths in a team.

Corporate Legends and Lore: The Power of Storytelling as a Management Tool

Peg Neuhauser, Author and Consultant

The power of corporate legends to create organizational culture. Keys to timing and telling "hero," "survivor," "letting off steam,"and "kick in the pants" stores. Motivating others and building personal influence through skillful storytelling.

Creative Thinking: Breaking New Ground for Creating Innovative Business Solutions

Lynda Curtin, President, The Opportunity Thinker

The impact of fresh ideas. Practical tools for jump-starting your creative thinking. How to experience a powerful idea-generating session.

Dealing with Crisis and Transition: How Organizations Transform Themselves

Charles O'Reilly III, Professor, Stanford Graduate School of Business

Learn of the overwhelming power of culture within any organization and why failure to understand culture lead to failure in implementing change. Learn to analyze culture and how to introduce control systems that will allow the organization to respond to ever-changing demands.

The Dilemmas of Team-Based Organizations

Christopher Meyer, PhD, Chairman, Strategic Alliance Group

Discover 15 key architectural elements required to create effective teams as well as the tradeoffs and downsides of "teaming."

eNewsletters: A Primer

Loren McDonald, VP of Marketing Email Labs

How to make your eNewsletter stand out. From promoting your sign-up link to ISP filters to measuring results. This complex topic is examined in detail.

How Great Companies Achieve Extraordinary Results with Ordinary People

Charles O'Reilly III, Professor, Stanford Graduate School of Business

Explore common assumptions about workers that are totally wrong. Learn why money is a terrible motivator. Discover people- centered practices that can double productivity.

How Great Decisions Get Made

Don Maruska, CEO,Don Maruska & Company, Inc. Many organizations are held back by "mind games" and divisive debates that get in the way of great decision-making. Learn how to break through the gridlock to find lasting decisions on even the toughest issues you face.

How Leaders Boost Productivity

John H. Zenger, Former Chairman, Times Mirror Training, Inc.

To raise productivity, leaders must first transform themselves. Build environments where talent can grow and prosper. Get rid of bureaucracy and flatten the organization, freeing employees to make important decisions. Unleash the power of teams.

How to Build a Brand

John Kilcullen, Former Chairman and CEO, IDG Books Worldwide, Inc.

From the former head of the company that publishes the *ForDummies*" series. A successful brand builds customer trust and loyalty by being easily identifiable and consistent in quality and presentation. How to avoid temptations that dilute your message.

How to Make Your Ideas Stick: Seven Lessons from Urban Legends

Chip Heath, Associate Professor of Organizational Behavior,Stanford Graduate School of Business

Learn to get your point across by analyzing why urban legends and rumors (such as "You only use ten percent of your brain.") have so much success in the social marketplace of ideas. How to craft messages that take on a life of their own.

Implementing Strategy: Managing Through Organizational Culture

Jennifer Chatman, Professor, Haas School of Business, University of California, Berkeley

Identifying the elements of organizational culture. How an organization's culture impacts its success.

The Knowing-Doing Gap:How Smart Companies Turn Knowledge into Action

Robert Sutton, Professor of Organizational Behavior, Stanford School of Engineering

Five sources of inertia that stop action. Eight strategies for driving out destructive management practices.

Leadership Aikido

John O'Neil, President, Center for Leadership Renewal

Six behaviors that develop leadership potential. Five reasons leaders fail. How to think clearly when under attack.

Managing Change

Carol Bartz, CEO, Autodesk, Inc.

Why change is necessary for growth. The importance of technology in driving change. Ways to successfully involve employees. The role of confidence in creating change.

Managing Communication in a Multicultural World

John Baugh, Professor of Education & Linguistics, Stanford University

How far do you stray from the standard language of your region or occupation? An increased awareness of language helps you understand the impressions you form of others. Build tolerance of variations in dialect and language use.

Managing with Power: Politics and Influence in Organizations

Jeffrey Pfeffer, Professor of Organizational Behavior, Stanford Graduate School of Business

The ability to implement your good ideas is a critical skill. Recognize the indicators of power. Diagnose points of view on decisions. Understand how power is lost. How to effectively use influence for innovation and change in organizations.

The Mastery of Speaking as a Leader

Terry Pearce, President, Leadership Communication

Reaching both the minds and hearts of the audience. Using your voice to inspire others to take committed action. The power of authenticity – how conviction creates clarity.

Mobilizing Commitment in Your Organization

Jennifer Kenny, Emergent Management Consulting

Mobilization is the most important responsibility of a manager today. Skills such as problem solving, goal setting, and operations management are by themselves no longer sufficient. Learn what is necessary to mobilize commitment.

Overcoming Barriers to Strategic Change

James A. Phills, Jr., Associate Professor of Organizational Behavior & Change, Stanford Graduate School of Business

Introduces a framework for understanding and managing communication breakdowns that otherwise prevent effective decision-making and hinder constructive change.

People-First Management: Creating a Culture of Trust

Daniel P. Amos, Chairman and CEO, AFLAC

The cornerstones of good business: credibility, respect, and fairness. How to give your employees a vested interest in your company's success. The critical need for setting clear expectations and acting accordingly.

The Power of Persuasion

Robert Cialdini, Regents' Professor, Arizona State University

Discover the six principles of influence that form the basis of effective, persuasive appeals – reciprocation, scarcity, authority, commitment, liking, and consensus. Learn how to daily increase your influence.

Preventing Burnout in Your Organization Christina

Maslach, Professor, University of California, Berkeley

Learn six contributing factors that increase the risk of burnout and the toll it takes on individuals and job performance. Then learn intervention strategies that turn exhaustion, cynicism, and ineffectiveness into energy, involvement, and achievement.

The Search for Life After Planning: How to Build Strategies That Get Implemented

John R. Berthold, President, The Altos Group & Academic Director, Stanford Managerial Excellence Program

Presents a unique process for strategy formation that assures organizational alignment and leads to effective execution.

Visionary Companies: Their Success and Characteristics

Jerry Porras, Professor of Organizational Behavior & Change, Stanford Graduate School of Business

Learn the core values and beliefs of 18 enduring, visionary companies. Debunk the myth of the charismatic leader. How enduring companies adapt to and drive change.

APPENDIX N: NATIONAL CONFERENCE ON MENTORING 2006 CD TITLE

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1. Plenary Session 1: Dr. James Houston, "The Surrealism of Public Ministry: Becoming Mentors in Christ"
2. Plenary Session 2: Elisa Morgan, "Mentoring: Beyond Obstacles to Opportunities"
3. Plenary Session 3: Ted Travis, "The Urban Mentor"

Summary CD with Dr. James Houston.

4. Workshop 1: "Mentoring and Spiritual Direction," Roger Cauthon
5. Workshop 2: "Mentoring and Counseling," Dr. Laverne Jordan & Dr. Elisabeth Suarez
6. Workshop 3: "Mentoring for Marriages," Shane Fookes
7. Workshop 4: "Longitudinal Assessment of Mentoring," Liz Selzer
8. Workshop 5: "Basic Mentoring Skills," Dr. Terry Burns
9. Workshop 6: "A Theological Framework for Mentoring," Dr. Don Payne
10. Workshop 7: "Using Questions to Stimulate Growth," Jennifer Kelley
11. Workshop 8: "Approaches to Mentoring in Seminary Education," Dr. Matt Floding & Dr. Don Payne
12. Workshop 9: "Advanced Mentoring Skills and Tools," Dr. Harold Westing
13. Workshop 10: "Church-Based Mentoring for Women," Marcia Schultz
14. Workshop 11: "Mentoring in Intergenerational Churches," Rev. Jim Ladd & Dr. Chuck Stecker
15. Workshop 12: "Mentoring Urban Youth," Luis Villarreal
16. Workshop 13: "Mentoring as a Means for Building Christian Community," Sharon Heron
17. Workshop 14: "mentoring for the Spiritual Formation of Leaders," Lee McDowell & Dr. Steve Young

APPENDIX O: PROJECT GRADING RUBRIC USED BY PROJECT COMMITTEE

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This is the standard for evaluating all D.Min. projects. This can assist you in evaluating your own work before submitting it to committee.

DEMONSTRATES COMPETENCE

1. NEED
   - 1.1 Candidate has identified a genuine ministry need.
   - 1.2 It is a specific need that emerges from ministry setting. Shows why the project is unique.
   - 1.3 Is a significant need. Justifies doing the project.
   - 1.4 Provides rationale for why the project needs to be done "here and now."
   - 1.5 Is a need for which the candidate has responsibility and ability to address.
   - 1.6 Section does not include information unrelated to the need.

2. PURPOSE STATEMENT
   - 2.1 Addresses the need.
   - 2.2 One concise sentence. (Does not have more than one infinitive phrase.)
   - 2.3 Is an "after" snapshot of the "before" picture outlined in the need section.
   - 2.4 Does not include methodology in the sentence. Is product, not process.
   - 2.5 It is reasonable that the desired change can occur.
   - 2.6 Clarifies ambiguities.
   - 2.7 Explains wanted outcomes.
   - 2.8 Defines key terms.
   - 2.9 Answers the question: "What change do you hope to see in your church/organization because of this project?"
   - 2.10 Does not presuppose HOW they will accomplish the purpose.

3. THEOLOGICAL RATIONALE
   - 3.1 Separate rationales, not three parts of a greater whole.
   - 3.2 Has complete sentences.
   - 3.3 Has potential to guide the candidate's choice of project approach and methodology.
   - 3.4 Has potential to guide the candidate to know what is "right."
   - 3.5 No less than three; no more than four rationales.
   - 3.6 Books cited are theologically rich and not merely popular or practical books.
   - 3.7 Must be grounded in biblical/theological material.
   - 3.8 Provides a solid theological rationale for project approach.

3.9 Grows out of and is based on biblical material and is informed by appropriate theological sources.
3.10 Demonstrates appropriate exegesis of Scripture, when Scripture is used.
3.11 Liberal use of footnotes.
3.12 Recognizes different theological viewpoints .
3.13 Answers the question: "What solid biblical theological foundations does your approach rest on?" Or "From a theological perspective, why are you doing things the way you are doing them?"

4. THEORETICAL PRESUPPOSITIONS

4.1 Separate suppositions, not three parts of a greater whole.
4.2 Complete sentences.
4.3 Has potential to guide the candidate's choice of project approach and methodology.
4.4 Has potential to guide the candidate to know what is "likely to work."
4.5 No less than three; no more than four suppositions.
4.6 Omitted--Not applicable for project response form.
4.7 Listed resources represent current theory and research appropriate to the issue the candidate seeks to address.
4.8 Provides solid theoretical underpinnings for project approach.
4.9 Demonstrates that assumptions and theories are informed.
4.10 Substantiates why the candidate's chosen methodology is likely to address the need.
4.11 Answers the question: "Is your approach likely to work" Or "From a theoretical perspective, why are you doing things the way you are doing them?"

5. OBJECTIVES

5.1 Written in outcome, not process terms.
5.2 Has complete sentences.
5.3 Specific.
5.4 Measurable.
5.5 Relates to the purpose statement.
5.6 Includes at least three objectives for the participants in the project.
5.7 Includes at least three objectives related to the personal growth of the candidate.
5.8 Consistent with the Theological rational and Theoretical presuppositions.
5.9 Are able to be measured.
5.10 Predicts a change that will occur involved in their abilities, understanding, and/or values of the people. (See Bloom's Taxonomy of Learning for more information).

5.11 Answers the question: “What change will happen in the candidate and the participants as they conduct the project?”

6. OVERALL ACADEMIC WRITING

6.1 Developed, logical thinking .
6.2 Reflects a knowledge of literature and current thinking related to the subject.
6.3 Acceptable use of grammar and Turabian style.
6.4 Synthesizes information to come to a position or conclusion, doesn’t merely report what others are saying.
6.5 Reflects an understanding of solid research, not personal opinion.
6.6 Free of critical thinking errors.
6.7 Cites a variety of credible up-to-date sources.
6.8 Parts of the paper have an organic relationship with one another, resulting in a sharp focus.

7. PROJECT APPROACH

7.1 Methodology and Project approach grows logically from Theological Rational and Theoretical presuppositions.
7.2 Should give a high level of specificity and clarity.
7.3 Should answer the question, “What are you doing to accomplish your purpose?"

8. BIBLIOGRAPHY

8.1 Contains key literature.
8.2 Contains all cited works.
8.3 Contains all consulted works.

9. PROJECT IMPLEMENTATION

9.1 Provides adequate detail to show what the candidate and the participants did.
9.2 Follows project design.
9.3 Reports, without commentary or evaluation.
9.4 Is specific about procedures and outcomes.

10. ANALYSIS & EVALUATION

10.1 Evaluates what contributed to the success or failure of the project.
10.2 To the extent the project failed to succeed, it provides a post-mortem of what the candidate could have done differently to achieve a different outcome.
10.3 To the extent the project succeeded, it provides an analysis of what contributed to the success.
10.4 Evidences deep reflection on the outcome and offers a perspective of what could be done differently or what should not be done differently.
10.5 Sticks to the predetermined evaluative criteria.

10.6 Demonstrates Candidate's learning.

BIBLIOGRAPHY

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FORMS INDEX

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Note: All forms can be found on the D.Min. Guidebook CD under the “Forms” folder.

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PERIODIC REVIEWS

01—Periodic Evaluation-Field Mentor

02—Periodic Evaluation-Self

SPECIALIST SEMINARS

01—Specialist Seminar Proposal Form

02—Specialist Seminar Grade Sheet

03—SGSB Executive Briefings DVD Programs

MINISTRY PROJECT

01—Project Proposal Form-Initial

02—Project Proposal Form-Final

03—Procedures-Proposal

04—Procedures-Prospectus

05—David Mills Project Report

06—Procedures-Project Report

07—Student Supplement for Turabian Format and Style

08—Sample Title Page

09—Approval Page

10—Field Mentor Acknowledgement Page

11—Personal Data Sheet

GRADUATION

01—Graduation Application

02—ATLA Submission Form

03—TREN Submission Form

STATUS CHANGE REQUESTS

01—Status Request Form

INSTITUTIONAL APPROVAL

01—Institutional Approval Form