

**CAREY THEOLOGICAL COLLEGE**  
**FORM 501 Character and Call II**  
**Health of the Minister and Health of the Ministry**  
**Spring 2017 Hybrid**

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Course: April 3–June 24, 2017  
On-site: April 18–21, 2017 (8:30 am–4:30 pm)  
3 credit hours  
135 hours

### **Course Description**

The essential foundation of Christian ministry is one's "character and call." Skills, knowledge, ministry practices, and spiritual gifts are built on this essential and personal core, which is the foundation for leadership. The purpose of this course is to assist you in discerning your call to vocational Christian ministry (inside and outside of the church) and to explore the essential spiritual, familial, personality, emotional, and character issues that enable a lifetime of faithfulness and enjoyment of Christian ministry. As such, the course serves to focus and strengthen your ministry/pastoral ethics. Our learning will be highly personal, dialectic and discovery focused; more than academic competency is required.

Character and Call is divided into 2 courses (FORM 500 and FORM 501). There are no prerequisites to the class and students may choose to enroll in FORM 501 without having taken FORM 500.

FORM 500 focuses on the shaping of the "Ministry Leader as a Person." FORM 501 focuses on the shaping of the "Health of the Minister and the Health of the Ministry."

### **Learning Outcomes**

Character and Call is a shaping and learning experience focusing on the person of the Christian leader. Through participation, research, writing and discerning, you will have the opportunity to mature as a Christian leader. By the end of this course, you will be able to:

1. Define and integrate essential issues of health and well-being in the life of ministers and vocation to which they are called.
2. Differentiate between your earlier life and present maturity so as to make thoughtful decisions about personality, emotions, family, sexuality and other areas of intimacy pertaining to health and wellbeing in Christian ministry.
3. Identify and confront your capacity for failure in ministry and formulate a plan of how to handle this, and grow because of it.

4. Evaluate and determine your way in the world including the inner world of motivations, assumptions, emotions, hopes, and expectations and how these more unconscious aspects of life interact with character and call.

## Required Readings

These books are the foundation for the course. They vary in length and density. It is expected that you will have read the first four books by the time our intensive begins.

Adams, Richard. *Watership Down*. Scribner; Reprint edition, 2005. (476 pages)

Foster, Richard. *Streams of Living Water*. HarperOne, New edition, 2001 (448 pages)

Peterson, Eugene. *Five Smooth Stones for Pastoral Work*. Eerdmans, 1992. (251 pages)

Richardson, Ron. *Creating a Healthier Church: Family Systems Theory, Leadership and Congregational Life*. Fortress Press, 1996. (184 pages)

All students will read Richardson on “Creating a Healthier Church” as the structure of our Web-Based Dialogue. Students will integrate the other Recommended Readings with Richardson in a series of structured questions that will be provided online.

## Course Requirements

### 1. Strengths-Based Leadership

Strengths-Based Leadership focuses on the skills, assets, gifts, and resources that a leader brings to a leadership context. Much of the leadership literature emphasizes the deficits and deficiencies in both the leader and the leadership context (e.g. church or parachurch). The question is, “What would happen if we actually studied what is right with people and right with organizations?” The shift is one from “weakness-fixing” to appreciation.

In the intensive, we will have opportunity to understand the results of the student's Strengths-Finder assessments (to be completed prior to the intensive), demonstrate its usefulness as a personal development tool, and learn to incorporate Strengths-Based leadership principles in ministry service. The areas of focus will be our unique design, complementary team-building, and the imagining of a Strengths-Based Church.

Students will complete a Strengths Finder 1.0 assessment before the first day of the Intensive. *Copies of these results should be sent to the professors by April 13, 2017.* To purchase an Access Code, go to: <http://www.strengthstest.com/now-discover-your-strengths>

**Due Date: April 13, 2017**

Post-Intensive Assignment – Strengths-Based Leadership with Conflict:

Please submit a 6-8 page (double-space) assessment of your strengths as they apply to your leadership situation and how you experience and manage conflict. Also, where you are able, integrate the understanding of Strengths-Based Leadership with your report on the Thomas-Kilmann Conflict Inventory (Connect).

**Due Date: May 17, 2017**

**Note:** If you have completed this or a similar assignment in another context, an alternate assignment will be created for you.

**12 pages, double-spaced.** All assignments are to be submitted on Blackboard (UBC Connect >the course name >left menu bar Assignments)

## **2. A “Novel” Way of Thinking about Character and Call in Christian Leadership**

In 12 pages or less, reflect theologically and psychologically (Family Systems Theory) on the thoughts and themes of “Watership Down”, focusing on not more than 5 principles related to ministry leadership. This novel speaks to the issue of “character and call” in community life. The professors will be looking to see if the student can contextualize their reading of the novel alongside the academic reading and course material.

**Note:** There are a number of articles online connecting leadership and “Watership Down”. It is quite legitimate to source these documents if you reference them in a scholarly manner. However, ensure that these articles do not replace your thinking, consideration and integration.

**Due Date: June 5, 2017**

## **3. Web-based Dialogue**

The weekly online discussion for each session requires an average of 4-5 hours to complete (a total of 45 hours of online work). The interaction will integrate and reference course readings as well as other knowledge. Students will respond to the discussion questions by midnight of every Wednesday and respond to peer-discussions of each unit by midnight of every Saturday. Each student will interact with at least two other student postings for each unit. The postings and the responses to postings are to reflect scholarly learning and are academically referenced (footnotes). To manage the amount of online reading, your postings should be no more than 250 - 350 words in length.

**Due: Every Wednesday and Saturday**

**Completion Date: June 9, 2017**

## **Evaluation of the Web-based Dialogue**

The web-based discussion exercise is designed for students to engage in thoughtful and prayerful reflection with the reading assignments, and to engage an online community for learning and discovery. Discussions will be graded on the depth of thinking, the quality of challenge to thinking and learning, the ability to integrate reading materials with life applications as well as Biblical theology, and fresh insights that enrich the community experience.

Grading	Your contribution to the discussion is:
5.0	Exceptional in all respects, demonstrating strong integration of reading and application with respectful and informed challenge.
4.5	Very good work – well-directed, relevant and thoughtful contributions with referenced readings appropriate to the topic.
4.0	Solid work – quite thorough and informed contributions and interaction with the topic and other students.
3.5	Good in general but weaker in some or several areas – e.g. application, depth of understanding, integration with reading or Scripture.
3.0	More minimal contribution, lack of challenge or lack of thoughtful integration with readings. Needs improvement – see parameters above.
0.0	Unexcused late work or inadequate contribution.

**Please note** that a grade of “5” shows exceptional work and a grade of “4” is work well done. Obtaining a grade of “5” is difficult. Also note that each student does an “IP” (initiating post) and 2 “RPs” (responding posts) where each post is graded as above. Therefore, there are 3 opportunities on each forum to determine one’s grade.

### Course Outline

The class is built around daily assignments and readings that are to be completed prior to each day of the class (there will be about an hour of “after class” work to be completed for each day of the course). Each assignment will supplement the instruction and provide opportunity for personal reflection and dialogue with fellow students. These assignments are not to be submitted during class time, but will help to complete other assignments.

In addition to reading and other assignments, you will view “The Martian” (2015) starring Matt Damon. Video viewing is to be done prior to the intensive and will be discussed during the intensive. Please plan in advance for viewing movies, as they may be difficult to locate.

Prepare a brief response to the movies considering the following question: “What does this movie say to me about the character and call of a leader?” (This is not to be handed in.)

**Note:** FORM 500 focuses on the shaping of the “Person as Minister.” FORM 501 focuses on the shaping of the “Health of the Church and the Minister.”

### On-site Intensive:

#### Day 1 – Introductions + Theology

- Assignment due: Read “Church Health: Systems Approach.”
- Discussion: *Streams of Living Water* (Foster)

#### Day 2 – Psychology

- Discussion: *Creating a Healthier Church* (Richardson)

### Day 3 – Praxis

- Assignment due: “Strengths Finder” -- Please review your results and prepare for interaction.
- Discussion: Streams of Living Water (Foster); Watership Down (Adams)

### Day 4 – Nexus

- Discussion: Five Smooth Stones (Peterson); “The Martian (2015)

### Daily Structure of the Intensive (approximate):

- **8:30 am:** Welcome, book discussion, instruction and dialogue. (2 hours)
- **10:30 am:** Instruction and dialogue. (2 hours)
- **12:30 pm:** Lunch break.
- **1:30 pm:** Discussion re-assessments and readings. (1½ hours)
- **3:00 pm:** Small group dialogue. (1½ hours)
- **4:30 pm:** Conclusion for the day and further assignments for the coming day.

**Note:** We may adjust this schedule based on student needs and the time required for after class assignments.

### Time Investment & Evaluation

1. Active Participation in the Intensive		28 hours
2. Strengths-Based Leadership	30%	25 hours
3. A “Novel” Way of Thinking	30%	35 hours
4. Reading: 1000 pages integrated into weekly discussions	40%	47 hours
	<b>TOTAL:</b>	<b>100%</b>
		<b>135 hours</b>

### Additional Administration

**Important:** All materials should be submitted electronically to the professors online through Blackboard, and personal correspondence can be addressed to the emails listed on the first page. If your assignments are late, Blackboard may not accept them. For all assignments, please review the outline posted on Blackboard entitled “How to Write a Carey Theological College Paper” as well as formatting advice on the Carey Theological College web site. This applies to all assignments.

**Zotero:** This is a free citation / bibliographic program for PC and Mac (<http://www.zotero.org>) that can be utilized with any academic referencing style (e.g. APA, Chicago). It is recommended that students be familiar with this (or another program) in all classes at Carey Theological College.

**Confidentiality and Other Ethics of our Time Together:** As we speak about our friends, family and fellow worshippers, we will speak knowing that what we say has an impact on us, others

and God. Hence, we will speak well of people and anything that might be said in error, we will correct. Also, we will not speak to others of what is personal to others in our class and when one says, “this is confidential,” we understand this means we will not speak of this to anyone.

**Extension Policy:** Students are expected to turn in all assignments on time. In case of emergency or unforeseen circumstances, it is the student’s responsibility to contact the professors and apply for an extension with the understanding that it may result in a reduction of grade. If the student cannot submit his or her assignment after the first extension due date, the student will receive a failing grade for the assignment unless approval for a second extension is granted by the Registrar’s Office. A request for a second extension must be submitted in writing to the Registrar’s Office.

**Psycho-social Assessment:** Should the student request, additional psycho-social assessment can be provided at an additional cost to the student or church. Please contact the professors for information.

### Recommended Readings

*Some of the lectures will be based on the following books. You are not required to read these books, but they are highly recommended.*

Buckingham, Marcus and Donald Clifton. *Now, Discover Your Strengths*. Free Press, 2001. (260 pages)

Heschel, Abraham. *The Sabbath*. Farrar Straus Giroux, 2005 (144 pages)

Lewis, C.S. *The Great Divorce*. Harper One; New edition, 2015 (160 pages)

May, Gerald G. *Addiction and Grace*. Harper and Row, 1988. (200 pages)

Wright, N.T. *Simply Christian. Why Christianity Makes Sense*. Harper One, 2010. (256 pages)

### Voluntary Assignments

The Audit and Adjunct Counseling are offered in both FORM 500 and FORM 501. Please speak to the Professors about these opportunities.

### Psycho-Spiritual Audit

The purpose of the Psycho-Spiritual Audit is to give the student a third party and more objective perspective on “your way in the world” (your aspirations, emotions, personality, interests and the like). You will find these perspectives “friendly” – they are not primarily diagnostic nor do they qualify you or disqualify you for ministry leadership. The Psycho-Spiritual Audit is confidential to you and your professors unless you wish others to know of your results.

See the price list from the Professors for approximate costs for online assessments.

**Note:** These tests can be adjusted to the needs of the student. If a student has recently completed (in the last 2 years) one or more assessments, they may be used as a replacement for this assessment (please speak to the professors). Life/ID assessments completed for the M.Div. orientation at Carey may be included in this audit.

## Adjunct Counseling

Each student is asked to engage a personal counselor or therapist for 5 or more counseling sessions between during the time that they are taking FORM 500 and FORM 501. Though this is not a requirement, it is wisdom.

**Note:** This person is to be a credentialed therapist, social worker, psychologist. They should not primarily a pastor, friend, spiritual director, elder or other. Further information on the Adjunct Counseling will be provided by the professors upon request.

### Academic Policies

Please see the **Carey Academic Catalog** for more details:

<http://www.carey-edu.ca/wp-content/uploads/2016/09/Academic-Catalog-2016-2017-FINAL.pdf>

#### Course Attendance

Students are expected to attend all scheduled class sessions to fulfil degree requirements. This includes on-line webinars and/or live-streamed portions of courses.

#### Carey Grading Scale

See the Carey Academic Catalogue for details on the Carey grading scale.

#### Course Withdrawal Policy

A student who withdraws after the period for which tuition refunds are available within the first half of the course will receive a "W" on their transcript. Beyond those dates, they will receive an "F."

#### Extensions

Extensions for course work will only be granted in exceptional circumstances. If an extension will make it impossible for the professor to submit the final grade no later than one month following the final assignment, the student must petition the Registrar's Office. If the Registrar's Office grants such a request, the final extension deadlines will be clearly established. Work granted an extension may receive a grade reduction of up to one-third of the final mark.

#### Academic Integrity

Academic integrity is honest and responsible scholarship. Students are expected to submit original work and give credit to other peoples' ideas. Academic dishonesty is acting in a manner to gain unearned academic credit. Examples of academic dishonesty are:

- Plagiarizing by misrepresenting the work of another person (in whole or in part) as a student's own work or failing to give credit for either wording or ideas that belong to another.
- Submitting the same material for credit in more than one course (whether the earlier submission was at Carey or another institution).
- Using unauthorized aids of any sort in examinations, completing work in unauthorized collaboration with others, or the unauthorized recording and use of class lectures.

Penalty for a lack of academic integrity may include a failing grade in the assignment, examination or course, depending on the severity of the offense. All students are responsible for knowing and practicing academic integrity and must become familiar with the plagiarism student resource at:

<http://learningcommons.ubc.ca/academic-integrity/>.

#### Gender Language

As language usage changes, the church must discern where its language must change in order to bear faithful witness to the gospel. Modern English usage has moved away from using masculine terms to refer to groups that include women. Using of such terms in worship, writing, or conversation miscommunicates the invitation of the gospel and the nature of the church. Assignments that don't conform to the gender language policy will be returned to the student for resubmissions.

See the Carey Academic Catalogue for more details on this policy.