



The General Board of Higher Education and Ministry

The Division of Ordained Ministry

February 14, 2018

The Division of Ordained Ministry (GBHEM) continues to develop the fundamental work of the division as an articulation, expression, and embodiment of a ***holistic and transformative “process” of intellectual engagement, spiritual and character formation, and leadership development for all clergy, supporting an “Ecology of Call” from the first moment of discernment to the decision to enter the retired relationship.***

- Our current task is to articulate this process of intellectual engagement, spiritual and character formation, and leadership development in terms of the ***“paired contrasts” of capacity building and competency training;***
- taking the very best leadership ***thought*** and ***practice*** from the ***sacred*** and the ***secular*** contexts (realizing that we are in ministry with and for a variety of contexts: namely, the academic, church, public, government, corporate, and community sectors);
- holding them together into a ***doctrine*** and ***practice*** that embraces both ***grace and responsibility, freedom and purpose.***

A Suggested Sacred Roadmap (although there is clear overlap with the secular):

(abridged from *Grace to Lead: Practicing Leadership in the Wesleyan Tradition*, Carder & Warner, GBHEM, 2016)

- Leadership, both personal and communal, may be seen as a quality of ***being (identity)*** as much as a quality of ***doing (vocation)***.
- Leadership is a way of ***being*** that influences others toward a ***common vision, mission, and purpose***. This is especially true when ***the goals are identified in terms of personal or societal values as well as measurable institutional results.***
- Attention may also be devoted to defining the qualities of character that constitute leadership, as well as the skills required to fulfill function. The adjectives modifying leadership point to the desired values – ***moral leadership, spiritual leadership, compassionate leadership, and visionary leadership.***
- ***Character formation, emotional and relational health, and interpersonal capacities*** may also be seen as critical components of leadership recruitment and development.
 - Fundamental Staff Development Experience: ***Center for Courage and Renewal, Parker Palmer.***

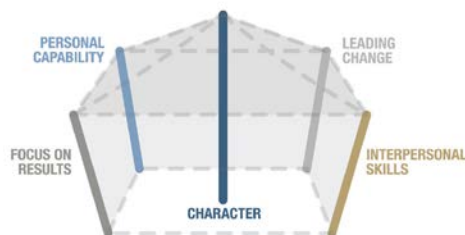


A Suggested Secular Roadmap (although there is clear overlap with the sacred):

(abridged from *The Extraordinary Leader: Turning Good Managers into Great Leaders*, McGraw Hill, 2009)

- Great leadership consists of possessing and actualizing several ‘building blocks’ of character and capabilities, each complementing the other: **character, personal capabilities, focus on results, interpersonal skills, and leading organizational change (or KSAPs)**, (imagined as a ‘leadership tent’ that supports our formation and development as extraordinary leaders):

The Leadership Tent



- The highest expression of leadership involves **change**, and the highest order of change is guiding an organization through **a new strategic direction, changing its culture, or changing the fundamental business model**. Thus, change is an important and ultimate criterion by which to **measure** leadership effectiveness.
 - Fundamental Staff Development Experience: **Extraordinary Leadership Training**, Zenger and Folkman and **Measuring the Success of Leadership Development**, ROI Institute.

Paired Contrasts (rejecting an “either/or” dichotomy and embracing a “both/and” collaborative process – blending the sacred and secular contexts):

- **Both, ... Capacity building, leadership passion, doctrine, grace and freedom:** For example, UMC doctrine and practice, theological reflection and Biblical study, character development and moral leadership, spiritual direction and leadership executive coaching, personality assessment and team building (MBTI, Enneagram, etc.), leadership strengths assessment (EM360), team building and development, community building and covenant relationship groups.
- **And, ... Competency training, leadership and theological practice, responsibility and purpose:** For example, strategic planning and ROI training, Appreciate Inquiry and SWOT analysis, Asset mapping and implementation, community organizing and development, administrative and management procedures and practices, resiliency and stress management training, spiritual practices.



HIGHER EDUCATION & MINISTRY

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Fundamentals of the Learning Experience:

- **Initiate** (recognizing our current situation, identifying available resources and potential partners, and cultivating the will to engage change)
- **Inform** (sharing the skills and tools we need for vital and flourishing leadership);
- **Inspire** (capacity building, kindling our passion and vision that moves us to action);
- **Integrate** (connecting the dots of inspiration and information for innovation in our communities – vision, mission, core values);
- **Innovate** (experimenting with new ministries and practices, for new people, in new places);
- **Implement** (developing and deploying a strategic plan for sustainable mission and ministry in our context); and,
- **Impact:** (defining and measuring the outcomes that will generate the systemic and cultural changes necessary to achieve our stated vision).