



**LAUNCHABLE**

**LEADERS**

A pathway  
to ministry  
credentialing

# TABLE OF CONTENTS

WELCOME  
2

PROCESS  
3

FORMAT  
4

OVERVIEW  
5

ROLE OF THE MENTOR  
6

MINISTRY DOMAINS  
7

# WELCOME TO THE LAUNCHABLE LEADERS PATHWAY TO CREDENTIALING



## THE PROCESS

*What does a farmer in a rural community, a computer programmer in a major urban center, and a pharmacist in a mid-sized midwestern town all have in common?*

**Answer:** they are all proven disciplemakers, and probably have the leadership talent necessary to lead a church (or some expression of it). Yet they have no official ministerial credentials and may lack basic pastoral tools and knowledge.

Each of these real-life examples listed above impose the question: “how are we going to equip these people to effectively spread the gospel?” Seminary, and perhaps even other forms of ministerial education are out of reach. What is needed is the opportunity to walk alongside a ministry practitioner and receive basic instruction that will set this person on the course for future learning. This instruction must cut to the heart of what is most pertinent to ministry in the field, and it should help evaluate their ability to evaluate actual ministry outcomes. That has been our goal with the Launchable Leaders Pathway to Credentialing.

#### **This method:**

- should equip the pastor with necessary tools for ministry
- need not be entirely comprehensive
- is outcome based
- is mentor based
- is dependent upon the investment of the local church
- Is accessible and affordable

As such, we like to think of this process as training field medics, not surgeons. These leaders will operate under the umbrella of another body (church, network, or district) that continues to provide support and guidance. What follows is our proposal for the educational component of this process.

May your nets be full!

Sincerely,

Phil Wiseman & Aaron Cloud, Directors of Launchable Leaders  
phil@tablechurchdsm.org  
acloud@gracepointwesleyan.org

Each launchable leader will be paired with a mentor, preferably an ordained pastor at their local church. This mentor is responsible for ensuring that they successfully complete the outcome assessments and are growing spiritually throughout the process. When the leader completes a Capstone Assignment, it will be sent to district leadership for approval.

Below is the sequence to be followed from start to finish:

1. Pastor identifies a launchable leader.
  - A. Mature believer
  - B. Proven leader
  - C. Competent disciple maker
2. LBA completes the LBA recommendation form - [tinyurl.com/launchableleaders](https://tinyurl.com/launchableleaders)
3. Candidate is assigned to a Director of Launchable Leaders (DLL), who contacts both the candidate and the mentor for an initial meeting.
4. The mentor is responsible for reviewing all Outcome Assignments and offering feedback on all Capstone Assessments. However, Capstone Assessments are to be submitted to the DLL for final review.
5. Launchable Leader meets with the Launchable Leader Assessment Team once a year until completion.
6. Upon completing the final domain, the DLL will recommend the candidate to receive Commissioned Minister credentials at the following District Conference.
7. Each year, credentials are renewed at District Conference.

# THE FORMAT

This pathway is organized into 10 **domains** of ministerial practice and knowledge. Each domain has various outcome assignments which are designed to help prepare the leader to complete the capstone assessment, which is meant to evaluate their embodiment of the outcomes listed under the domain.

Outcome assignments are meant to spur on dialogue and reflection with the mentor. However, they do not ultimately count toward the leader's progress. Only the capstone assessments are sent to the Director of Launchable Leaders, who will (in conjunction with the Launchable Leader Committee) evaluate the work. As such, it is advisable that all capstone assessments are reviewed by the mentor before being submitted.

## Outcome Assignments (OA's)

OA'S are submitted only to the mentor for review and discussion.

### OUTCOMES

1. Pastor has a clear command of the overarching story of the Bible.
  1. Watch the video, "The Whole Sweep of Scripture" featuring N.T. Wright. In one page or less, reflect upon the importance of understanding the whole narrative of the Bible.
  2. Read one of the gospels through in one sitting (tip: Mark is the shortest!). Journal any insights or questions that emerged as you read, as well as a short reflection at the end discussing how reading it through at once impacted you.
  3. Read the first four chapters of God's Story Revealed and section 1 of God's Plan Fulfilled, plus one of the other four sections of your choice. Then write a 2-page narrative that encompasses the story of the Bible.
2. Pastor can exegete and apply scripture responsibly.
  1. Read Brief Guide to Biblical Interpretation by Kenneth Schenck.
    1. Make an outline of one of Paul's epistles, including an introduction that details some basic literary and historical contextual background.
    2. Using the steps outlined on pages 47-52, do a word study on a word of your choice.

### CAPSTONE ASSESSMENT

3 page exegesis paper on a selected passage (options for passages provided), citing at least 3 scholarly sources. Then utilizing the knowledge gained in your research, record a 5 minute video devotional that connects your passage to daily life.

## Capstone Assessments (CA's)

The CA is submitted to the Director of Launchable Leaders for final review and feedback. CA's are the measure of a successfully completed domain.

**NOTE:** All assignments that require written papers may be substituted with quality video presentations at a conversion of 5 minutes per page. This means a 3 page paper would require a 15 minute presentation as a substitute.

# OVERVIEW

## LAUNCHABLE LEADERS



# THE ROLE OF THE MENTOR

Thank you for your willingness to mentor a Launchable Leader! The goal of this process is to unleash the many gifted leaders within our churches to advance the gospel. As a mentor, here are some things to keep in mind.

This process hinges on **intentional mentorship**. This is an “apprentice” style of education, where the launchable leader is learning on simply through reading texts and writing papers, but by working out the various domains in collaboration with their mentor. There is an entire “unwritten curriculum” that exists simply within the relationships between the Launchable Leader and the mentor. So invite them into ministry! Give them opportunities to do real hands-on ministry work, always with the aim to coach them through it.

While this process works best if mentors and LL’s are at the same local church, and therefore within close proximity, there may be times where they are not in the same context. If this is the case, then please maintain consistent contact through at least one “small” check in (email, text, etc.) and one “big” check in (zoom, facetime, phone, face-to-face) per month. Remember, the quality of the mentor relationship is just as important as the curriculum!

**Here are some points of connection for the mentor and the Launchable Leader:**

1. **Content** - Dialoguing about what the leader is learning in the modules, as well as adjusting or adding assignments that the mentor deems necessary for the successful completion of the capstone assessment. One of the primary responsibilities of the mentor is to help the leader produce an acceptable capstone assessment.
2. **Coaching** - This is the play by play walkthrough of a tangible ministry or leadership skill that one is trying to get a grasp of. This could look like a variety of things: walkthrough of a hypothetical scenario, brainstorming ways to walk through a real life ministry situation, and discussing how the things the student is learning are relevant for ministry today.
3. **Constructive Feedback** - Offer feedback on content assignments that help the leader do their best work and achieve the desired outcomes.
4. **Critical Reflection** - Ask open ended questions that can help a leader think through how they are integrating the things they are learning into ministry practice.
5. **Candor** - At times there are honest but challenging things that need to be communicated to a Launchable Leader. Candor is a willingness to speak the honest truth in love for the redemptive outcome of helping the person be more self aware and capable as a leader and pastor.
6. **Challenge** - Challenge the person to think through and critically examine potential new ministry methods and solutions. The goal here is help them take ownership in their own development and in the development of their ministry area.
7. **Celebration** - what are they doing well that can be celebrated and encouraged. What gets celebrated gets replicated.

# LAUNCHABLE LEADERS

Ministry Domains  
Outcomes + Capstone Assessments

## 1. PASTORAL IDENTITY

### OUTCOMES

1. Pastor can articulate a clear call to ministry.
  - a. Read *The Call of a Lifetime* by Keith Drury and write a 3-page testimony describing your salvation and calling experience.
2. Pastor develops an awareness of their own strengths and weaknesses.
  - a. Read parts 1 and 2 of Strengths Finder 2.0. Then take the Strengths Finder test and read the sections on your top 5 strengths.
  - b. Purchase the book Emotional Intelligence 2.0 and take the online test. Then read the book, reflecting on strategies to improve your emotional intelligence.
  - c. Write a 2 page ministry development plan. On the first page, detail ways you can leverage your strengths and account for your weaknesses. On the second page, write a strategy for developing your emotional intelligence.

### CAPSTONE ASSESSMENT

Psychological evaluation with an approved counselor (In the Northwest District, this would be Scott Wiley). Results should be submitted to the District Superintendent, Director of Launchable Leaders, and mentor.

### TEXTS

Bradbury, Travis, and Jean Greaves. *Emotional Intelligence 2.0*. San Diego: TalentSmart, 2009.

Drury, Keith. *The Call of a Lifetime*. Indianapolis: Wesleyan Publishing House, 2003.

Rath, Tom. *StrengthsFinder 2.0*. New York: Gallup, 2007.

## 2. SCRIPTURE

### OUTCOMES

1. Pastor has a clear command of the overarching story of the Bible.
  - a. Watch the video, "The Whole Sweep of Scripture" featuring N.T. Wright. In one page or less, reflect upon the importance of understanding the whole narrative of the Bible.
  - b. Read one of the gospels through in one sitting (tip: Mark is the shortest!). Journal any insights or questions that emerged as you read, as well as a short reflection at the end discussing how reading it through at once impacted you.
  - c. Read the first four chapters of *God's Story Revealed* and section 1 of *God's Plan Fulfilled*, plus one of the other four sections of your choice. Then write a 2 page narrative that encompasses the story of the Bible.
2. Pastor can exegete and apply scripture responsibly.
  - a. Read *Brief Guide to Biblical Interpretation* by Kenneth Schenck.
    - i. Make an outline of one of Paul's epistles, including an introduction that details some basic literary and historical contextual background.
    - ii. Using the steps outlined on pages 47–52, do a word study on a word of your choice.

### CAPSTONE ASSESSMENT

Three page exegesis paper on a selected 5–10 verse passage, citing at least 3 scholarly sources. Then utilizing the knowledge gained in your research, record a 5 minute video devotional that connects your passage to daily life.

### TEXTS

Lennox, Steve. *God's Story Revealed*. Indianapolis: Wesleyan Publishing House, 2009.

Schenck, Kenneth. *Brief Guide to Biblical Interpretation*. Marion: Triangle Publishing, 2008.

Schenck, Kenneth. *God's Plan Fulfilled*. Indianapolis: Wesleyan Publishing House, 2009.

## 3. CHURCH HISTORY

### OUTCOMES

1. Pastor has a general understanding of major turning points in Church History.
  - a. Read *Church History: An Essential Guide* by Justo Gonzalez. Choose one turning point in church history to research further and write a 3 page research paper on the significance of that period in church history. Identify the core issues at stake, who the key players were, and how it altered Christianity today.
2. Pastor can relate a church historical precedent to a present-day ministry situation.

### CAPSTONE ASSESSMENT

Pick a contemporary pastoral issue and address it in light of an historical event. How does this church historical precedent lend wisdom to how we should handle the pastoral issue today?

Write a 3 page paper. Some possible examples of “pastoral issues” may include:

1. Do Christians HAVE to attend church?
2. What exactly constitutes a “church,” anyway?
3. Can women lead in the church?
4. What does “revival” mean?
5. Should the church ever have secular songs in their services?

### TEXT

Gonzalez, Justo. *Church History: An Essential Guide*. Nashville: Abingdon Press, 1996.

## 4. THEOLOGY

### OUTCOMES

1. Pastor has a working knowledge of key Christian doctrines.
  - a. Read chapters 2–6, and one more of your choosing in Bilizekian’s *Christianity 101*. Write answers (1–3 paragraphs in length) reflecting on each discussion question at the end of each chapter.
2. Pastor understands the Wesleyan doctrine of entire sanctification.
  - a. Read *More than Forgiveness* by Steve Deneff.
  - b. Read the sermon, “Setting Holiness too High,” by Chris Bounds.  
<http://wesleyansermons.com/2013/04/29/setting-holiness-too-high-dr-chris-bounds/>

### CAPSTONE ASSESSMENT

Write a 3–5 page hypothetical story about a person’s salvation journey. This person should begin as an unbeliever. Then detail the interactions and events that correspond to each step in their journey of salvation. Use the following terms to describe the events, and explain God’s work and the person’s responsibility throughout.

- i. Repentance
- ii. Atonement
- iii. Justification
- iv. Regeneration
- v. Sanctification (initial, progressive, and entire)

1. Note: for an extra resource, consider *This We Believe* By Earl Wilson.

### TEXTS

Bilizekian, Gilbert. *Christianity 101*. Grand Rapids: Zondervan, 1993.

Deneff, Steve. *More Than Forgiveness: Following Jesus into the Heart of Holiness*. Indianapolis: Wesleyan Publishing House, 2002.

**OUTCOMES**

1. The pastor has an adequate understanding and working knowledge of the Wesleyan discipline.
  - a. Read the Discipline of The Wesleyan Church part 1, chapters 2, 4, and 5; part 2; part 10 chapters 1-5.
  - b. Using the discipline, write a brief (2 or 3 sentence) description the Wesleyan position on each of the following:
    - i. Inerrancy of scripture
    - ii. Marriage and family
    - iii. The Trinity
    - iv. Sacraments (Baptism and Lord's Supper)
    - v. Human sexuality
    - vi. Storehouse tithing
  - c. In one paragraph each, describe the governance of the local church:
    - i. The role of the pastor
    - ii. The role of the LBA
    - iii. The role of members
    - iv. The role of district leadership
  - d. Describe what you would say if someone in your congregation asked you what it means to be a member at your church. What does the process look like, and what are the necessary criteria? (Part 2, chapter 2)
2. Pastor understands and can identify early church leaders along with major theological and social issues that helped to form The Wesleyan Church.
  - a. Read *The Story of The Wesleyan Church* by Black and Drury.

**CAPSTONE ASSESSMENT**

Pick a significant leader AND a significant social issue that served to form The Wesleyan Church. Write a 4 page paper detailing the significance of each.

Possible leaders include (but are not limited to): John Wesley, Orange Scott, Luther Lee, Adam Crooks, Seth Rees. Possible social issues include (but are not limited to): Abolition, social welfare, women's rights, temperance/abstinence, personal holiness, decentralization of church power.

**TEXTS**

The most recent Discipline of the Wesleyan Church.

Black, Robert, and Keith Drury. *The Story of the Wesleyan Church*. Indianapolis: Wesleyan Publishing House, 2012.

**OUTCOMES**

1. The pastor demonstrates the ability to prepare and deliver an effective, scriptural sermon.
  - a. Read part 3 of Lenny Luchetti's *Preaching Essentials*.
  - b. Watch the video, "Ted's Secret to Great Public Speaking:" [https://www.ted.com/talks/chris\\_anderson\\_teds\\_secret\\_to\\_great\\_public\\_speaking?referrer=playlist-how\\_to\\_make\\_a\\_great\\_presentation#t-447875](https://www.ted.com/talks/chris_anderson_teds_secret_to_great_public_speaking?referrer=playlist-how_to_make_a_great_presentation#t-447875)
2. The pastor understands how to effectively develop a worship service in a culturally relevant and theologically responsible way.
  - a. Read section 1 (chapters 1-5) as well as one more section of your choice in *The Wonder of Worship* by Keith Drury.

**CAPSTONE ASSESSMENT**

**Option A** (*For leaders who will preach*):

Design a sermon series of at least four weeks, including sermon titles, a focus sentence for each sermon, and relevant scriptures. Then pick one sermon from the series to complete, recording your delivery of the sermon and uploading it to Youtube (at least 20 minutes). Design the service where this sermon would be preached, explaining the theological rationale for each element of the service.

**Option B** (*For leaders who will not preach*):

Design a worship service around a particular theme, explaining the theological rationale for each element of the service.

**TEXTS**

Drury, Keith. *The Wonder of Worship: Why we Worship the Way we Do*. Indianapolis: Wesleyan Publishing House, 2002.

Luchetti, Lenny. *Preaching Essentials: A Practical Guide*. Indianapolis: Wesleyan Publishing House, 2012.



**OUTCOME**

1. The pastor understands their unique leadership style.
  - a. Complete the Leadership Practices Inventory (LPI) 360 leadership assessment.
    - i. Go to <http://www.leadershipchallenge.com/ProductsListing/lpi-360.aspx?audience=LDPs> and purchase the LPI 360 online assessment, note that there is a \$190 cost to take the assessment.
    - ii. Once the assessment is purchased from the instructions from LPI to complete the assessment
    - iii. After reviewing your results with your mentor, write a 2 page reflection articulating areas where you were surprised or encouraged, as well as a plan for growth.
  - b. Read parts 4 and 5 of *Practical Guide for Pastoral Ministry* by Stan Toler
  - c. Read *In the Name of Jesus* By Henri Nouwen

**CAPSTONE ASSESSMENT**

Building upon what you've learned in your study of scripture, theology, church history, and leadership, write a three page reflection paper defining your philosophy of pastoral leadership. Include the following:

- Reflect critically on some recent trends in pastoral leadership. What practices are to be imitated or avoided from some of these trends?
- Based on your LPI reflections, what practices do you need to apply to your own leadership?

**TEXTS**

Nouwen, Henri. *In the Name of Jesus*. New York: Crossroad Publishing Company, 1989.

Toler, Stan. *Practical Guide for Pastoral Ministry*. Indianapolis: Wesleyan Publishing House, 2006.

**OUTCOMES**

1. The pastor understands and embodies the spirit of a caring shepherd.
  - a. Read *Pastoral Graces: Reflections on the Care of Souls* by Lee Eclov.
  - b. Write a 2 page reflection paper evaluating your strengths and weaknesses in the area of caring for others souls.
2. The pastor has a strategy for basic pastoral counseling.
  - a. Read *Strategies for Brief Pastoral Counseling* ed. By Howard Stone.
  - b. Write a one page plan for brief pastoral counseling. Include how you will identify whether someone qualifies for needing pastoral counseling vs. professional care. Then outline an approach to brief pastoral counseling, including the number of meetings, how personal boundaries will be set, and possible community resources to offer.

**CAPSTONE ASSESSMENT**

Shadow one or more pastoral care visits with a pastor. Write a 2 page reflection paper describing how you saw God's grace manifested in the interaction and how you will apply what you've learned in future pastoral care opportunities.

**TEXTS**

Eclov, Lee. *Pastoral Graces: Reflections on the Care of Souls*. Chicago: Moody Publishers, 2012.

Stone, Howard (ed.). *Strategies for Brief Pastoral Counseling*. Minneapolis: Augsburg Fortress, 2001.

### OUTCOME

1. The pastor can administer a wedding.
  - a. Shadow a wedding process with a pastor, including preliminary meetings and the wedding day itself.
  - b. Write a wedding service, complete with elements such as invocation, scriptures, a message, vows, prayers, and pronouncement. For assistance, see chapter 4 in the Discipline. Feel free to reference *The Special Service Worship Architect* by Constance Cherry.
2. The pastor can administer a funeral.
  - a. Shadow a funeral process with a pastor.
  - b. Write a funeral service, complete with elements such as invocation, scriptures, and a message. For assistance, see chapter 5 in the Discipline. Feel free to reference *The Special Service Worship Architect* by Constance Cherry.
3. The pastor can administer sacraments.
  - a. Re-read part 10, chapter 1 (baptism) as well as part 10, chapter 3 (Lord's supper) in The Discipline.
  - b. Read or review chapters 4 and 5 of *The Wonder of Worship* by Keith Drury.
  - c. Assist in a baptism and/or communion service.

### CAPSTONE ASSESSMENT

Submit the services you wrote, along with a note from your mentor confirming that you have participated in the church rituals outlined above.

### TEXTS

Cherry, Constance. *The Special Service Worship Architect: Blueprints for Weddings, Funerals, Baptisms, Holy Communion, and other Occasions*. Grand Rapids: Baker, 2012. (optional)

Drury, Keith. *The Wonder of Worship: Why we Worship the Way we Do*. Indianapolis: Wesleyan Publishing House, 2002.

### OUTCOMES

1. The pastor has a strategy for spiritual formation in a local church context.
  - a. Read *Spiritual Formation: A Wesleyan Paradigm* edited by Leclerc and Maddix.
  - b. Answer the discussion questions from chapters 1, 5, 7, 17, and one more of your choice.
  - c. Outline an approach for discipleship in a local church context. Feel free to look at other examples and helps such as:
    - i. ransom.church/discipleship
    - ii. <http://www.gatewaychurch.com/next-steps/spiritual-growth-path/>
    - iii. <http://thev3movement.org/2018/03/5-steps-for-creating-a-discipleship-pathway/>
2. The pastor leads the church toward embodying relational evangelism.
  - a. Watch one of the following sermons on evangelism:
    - i. <https://ransom.church/sermons/know-your-culture/>
    - ii. <https://www.youtube.com/watch?v=D8dZPStExVk>
  - b. Imagine you have to lead a 10 minute seminar on how to share your faith. Write your speaking notes, outlining the crucial points.
3. The pastor leads the church to multiply.
  - a. Read *Gaining by Losing* by J. D. Greear.

### CAPSTONE ASSESSMENT

Consider the size and context of the church or gathering you lead (or hope to lead). What might an approach to holistic multiplication look like for this church? Write a 2 page "multiplication plan" that outlines your vision.

### TEXTS

Leclerc, Diane, and Mark A. Maddix. *Spiritual Formation: A Wesleyan Paradigm*. Kansas City: Beacon Hill, 2011.

Greear, J. D. *Gaining by Losing: Why the Future Belongs to Churches that Send*. Grand Rapids: Zondervan, 2015.

