



**MB** BIBLICAL  
SEMINARY

## Missional Discipleship DSC 510 TC

*The mission of MB Seminary is to educate and equip men and women to help lead the church in reaching Canada and beyond with the Good News of Jesus Christ.*

Instructor: Randy Wolff, PhD  
Associate Professor of Leadership Studies and Practical Theology  
Email: [randywoff@mbseminary.ca](mailto:randywoff@mbseminary.ca)  
Credit Hours: 3  
Prerequisites: None  
Course Term: October 10 – December 3, 2022  
Instruction: Oct. 14 (6:30 pm - 9:30 pm), Oct. 15 (8:30 am - 4:30 pm) at Central Heights Church

### Course Description

What practices does your church use to introduce people to Jesus and equip them to be disciples? Do you want your church to be a missional, disciple-making church, but aren't sure how to get there? In this course, we will explore how we can live missionally—to live and share Jesus wherever we go, whether that is with unbelieving family and friends, neighbours, coworkers, or classmates. We will also look at how we can grow 11 essential elements that will move our churches toward greater disciple-making effectiveness.

### Objectives

This course will help you:

- Analyze current trends in Canada that influence the ways in which you can effectively contextualize the Gospel and make disciples in the Canadian context
- Reinforce an incarnational lifestyle by engaging in and reflecting on missional activities regularly
- Formulate a theology of discipleship that focuses on helping people grow in their faith
- Appreciate the importance of making disciple-making a central part of church life, so that you can more effectively develop and multiply disciples (and churches)
- Grapple with various theological issues related to evangelism and spiritual formation
- Compare various approaches to evangelism and spiritual formation, and assess which ones may be most appropriate for your context or a future context in another culture
- Evaluate your church's disciple-making approach and devise a plan for making it stronger

## Course Textbooks

Boren, Scott M. *Missional Small Groups: Becoming a Community that Makes a Difference in the World*. Grand Rapids, MI: Baker Books, 2010. 186 pages.

Moon, W. Jay. *Intercultural Discipleship: Learning from Global Approaches to Spiritual Formation*. Grand Rapids, MI: Baker Academic, 2017. 320 pages.

Vanderstelt, Jeff. *Saturate: Being Disciples of Jesus in the Everyday Stuff of Life*. Wheaton, IL: Crossway, 2015. 256 pages.

Webb, Keith. *The COACH Model for Christian Leaders: Powerful Leadership Skills for Solving Problems, Reaching Goals and Developing Others*. Active Results LLC, 2012. 171 pages

Total reading equals 933 pages.

## Course Instructional Content

In addition to the course instructional content in the two-day intensive, students will need to watch additional instructional videos posted in the online classroom.

## Intensive Schedule

Course Intensive (Central Heights Church)	
Friday, Oct. 14, 2022	6:30 pm - 9:30 pm
Session 1	Course Introduction Jesus' Disciple-making Heart
Session 2	Posture of Prayerfulness (Part 1)
Saturday, Oct. 15, 2022	8:30 am - 4:30 pm
Session 3	Posture of Prayerfulness (Part 2)
Session 4	Responsiveness to God
Session 5	Love for People

Session 6	Heart Bent on Mission
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## Course Assignments

The assignments for this course include ministry experience reflections, reading reflections, discussion groups, discipleship approach, and the course evaluation.

Assignments are due by midnight (your time) on the day they are due. I would ask that you submit your assignments in the online classroom. When you go to the online classroom, you will see where you can upload your assignments. Once I have marked your assignment, I will put it in your grade book in the online classroom where you can check your grade and review the comments I made on the assignment (you will receive an automatic notification whenever I put a graded assignment in your grade book). Please note that I will typically deduct 5% of an assignment's total possible value if the assignment is submitted within a week of the due date (assignments submitted more than one week after the due date may not receive a grade). Having said that, if you find that you are unable to complete an assignment on time, I will grant one extension of up to one week for one assignment during the course (without penalty) when you inform me of your need for an extension before the due date for that particular assignment. I will also consider extensions in exceptional circumstances such as a medical emergency (when a doctor's note accompanies the request). For the times when I allow a student to rewrite an assignment, I will generally take off 20% of the assignment's value before assigning a grade to the rewritten assignment.

Here is an overview of all the assignments followed by a detailed description of them:

### Overview of Assignments

Week	Due Date	Assignments	Percentage of Final Grade	Cumulative Percentage
Week 2	Oct. 22	Reflection paper on Week 2 instructional videos and <i>The COACH Model for Christian Leaders</i> and <i>Saturate</i>	5%	5%
Week 3	Oct. 24-29	Group Discussion #1 (date to be determined by group leader)		
Week 4	Nov. 5	Reflection paper on Week 4 instructional videos and <i>Missional Small Groups</i>	5%	10%

Week 5	Nov. 7-12	Group Discussion #2 (date to be determined by group leader)		
Week 6	Nov. 19	Reflection paper on Week 6 instructional videos and <i>Intercultural Discipleship</i>	5%	15%
Week 7	Nov. 21-26	Group Discussion #3 (date to be determined by group leader)	5% (for all three group discussions)	20%
Week 8	Dec. 3	Ministry Experience Reflections	35%	55%
Week 8	Dec. 3	Discipleship Approach	45%	100%
Week 8	Dec. 3	Course Evaluation	-----	-----

### Ministry Experience Reflections (35% of the final grade)

In keeping with some of the major emphases of this course, I would ask that you engage in the following three specific areas of ministry throughout the semester:

#### Ministry Area #1 – Small Groups (worth 30% of this assignment’s value)

For this assignment, you will participate in at least three small group meetings (with at least three people in attendance at each meeting). For at least one of the meetings, you should be the one who leads/facilitates the discussion. These could be Bible studies, accountability group sessions, Alpha table group discussions, Freedom Session meetings, etc. Virtual small group sessions are fine. At the end of the three sessions, take up to three pages to reflect on your experience in the small group. To what extent did the group carry out the four strategies for growing a small group (from the *Robust Small Groups* video that is part of the Week 4 Reflection Paper)? How does the group align or not align with the principles in *Missional Small Groups*, *Saturate* and *Intercultural Discipleship*? What would you suggest to improve the functioning of this small group?

#### Ministry Area #2 – Coaching (worth 30% of this assignment’s value)

Using the COACH Model described in *The COACH Model for Christian Leaders* textbook, meet with a non-family member for three one-hour coaching sessions (virtual or telephone coaching sessions are fine). The coachee must be aware that you will be using the COACH Model, so that they know what to expect (you can always tell them you’re doing it for this course ☺). Your role as the coach in these meetings is to use the principles and practices you learned from the book to help them take next steps in their personal growth. In up to three pages, describe your leadership coaching approach with this person. In addition, reflect on what worked well and what you could improve as you coach people in the future (most of your reflection should focus on these coaching strengths and growth areas).

### Ministry Area #3 – Evangelism (worth 40% of this assignment’s value)

For this part of the assignment, I am looking for three meaningful engagements per week with people who are not yet followers of Jesus. A meaningful engagement might be a conversation with a neighbour, an act of kindness toward a co-worker, an email or Facebook message, helping with an outreach ministry, etc. (of course, there are many other ways to engage with unsaved people). At least one of these engagements should be a Gospel interaction where you share your faith in some way (e.g. asking the person if you could pray for them, sharing your testimony, linking something they say with God or with something in the Bible, sending an email to an unsaved family member or friend where you express your faith in some way). I would ask that you engage with unsaved people (three times a week) for six weeks between October 10 – December 3 (this is an eight-week period, so you can choose six of the weeks when you will record your engagement with unbelievers). Record each engagement by week including a brief note as to why you thought it was meaningful. The total length of this third ministry area reflection is three pages.

Please submit your reflections on your small group experience, coaching and evangelism activities as one paper (maximum nine pages). The paper is due December 3.

[Return to Overview of Assignments](#)

### Reflection Papers (15% of the final grade)

During three weeks of the course (Weeks 1, 3 and 5), you will have an opportunity to write a three-page reflection paper in response to the course readings and instructional content. You will notice below that there are instructional videos that go along with each reflection paper. The instructional videos cover both the onsite instructional content during the teaching weekend and additional content. Watching the teaching weekend instructional content is optional (we make those videos available if students want to refresh their memories about the teaching weekend content). Your reflection paper should answer the questions assigned in each of the three weeks (see below). The week after your reflection paper is due, you will meet in church-based discussion groups to discuss your responses to the questions and to explore other related topics. The maximum length for each reflection paper is three pages.

#### Week 2 Reflection Paper – The Heart of Discipleship

Required Reading - *The COACH Model for Christian Leaders* and *Saturate*

Instructional Videos and Reflection Questions

Note: The instructional videos that go over the content from the teaching weekend are marked “optional” while the new content is marked “required.”

Video #1 - Developing a Discipleship Strategy for Your Church (optional)

Video #2 - Prayer Saturation: The First Disciple-making Element (optional)

Reflection Question: Five years have passed, and your church has become a people of extraordinary prayer. Describe what you see in this praying church. What kinds of things

would need to happen for your church to realize this vision for extraordinary prayer (think in terms of both big and small steps – it's amazing how far we can go in five years by taking small steps consistently)?

Video #3 - Growing Relationships: The Second Disciple-Making Element (optional)

Video #4 - Growth Orientation: The Third Disciple-Making Element (optional)

Video #5 - Personalized Approach: The Fourth Disciple-Making Element (required)

Reflection Questions: What are your reactions to a personalized approach to discipleship? What are some disadvantages of this approach? What are some benefits? How does this approach fit with the small and large group discipleship approaches in many churches? After reading *The COACH Model for Christian Leaders*, describe how this personalized approach might strengthen both your personal disciple-making and more broadly, that of your church ministry (be specific).

Video #6 - Missional Mindset: The Fifth Disciple-Making Element (optional)

Video #7 - Serving Immigrants in Jesus' Name (required)

Video #8 - Raising Up Global Kids (required)

Video #9 - The Ethics of Evangelism (required)

Reflection Questions (on the course intensive and videos 2-6, in particular): As you think about the five disciple-making elements that we explored in the course intensive (and that are summarized in some of this week's videos), how do you see these ideas aligning with what Jeff Vanderstelt says in *Saturate*? Where are there differences and why might these be significant?

The Week 2 Reflection Paper is a maximum of 1,000 words and is due October 22.

#### Week 4 Reflection Paper – Group Discipleship

Required Reading - *Missional Small Groups*

Instructional Videos and Reflection Questions

Note: There are only two sets of reflection questions this week. The page limit for the reflection paper is still three pages, so you will have a bit more space to respond to one or both questions.

Video #1 - Biblical and Engaging Preaching: The Sixth Disciple-making Element (required)

Video #2 - Effective Group Training: The Seventh Disciple-Making Element (required)

Reflection Questions (on videos 1-2): If you could set up a large group learning and worship experience that you believe would go further in engaging people and helping them grow, what would it look like (assume that you don't have to worry about pushback from anyone)? What would you keep from your current worship service approach? What would you change? Why do you think these changes would help people grow and worship in a more optimal way? Alternatively, you may want to build a case for moving away from preaching and large group discipleship to other discipleship

approaches (perhaps, COVID has given your church an opportunity to emphasize other discipleship approaches that you think should feature more prominently in the church's future).

Video #3 - Robust Small Groups: The Eighth Disciple-Making Element (required)

Reflection Questions: As you think about the four factors that contribute to small group growth (in the *Robust Small Groups* video) and what Scott Boren presents in *Missional Small Groups*, what are some ways that you could help your small group become more effective? Related to the larger small group ministry in your church, how might you strengthen the three environmental factors (culture of prayer, coaching of small group leaders, and equipping) mentioned in the video?

The Week 4 Reflection Paper is a maximum of 1,000 words and is due November 5.

Week 6 Reflection Paper – One-on-one Discipleship and Spiritual Disciplines

Required Reading – *Intercultural Discipleship*

Instructional Videos and Reflection Questions

Video #1 - Supportive Accountability: The Ninth Disciple-Making Element (required)

Reflection Questions: When have you experienced accountability that has helped you grow as a disciple of Jesus (feel free to share about negative accountability experiences, too, and what could have made them better)? What do you see as the role of accountability in discipleship? How might you strengthen supportive accountability in your own life and within your ministry (or the larger church)? How might insights from the *Intercultural Discipleship* book add important nuances to this disciple-making element?

Video #2 - Coaching & Mentoring: The Tenth Disciple-Making Element (required)

Reflection Questions: What has worked well as you have used the COACH model to coach another person? What has been challenging? Thinking about the four skills in the Coaching and Mentoring video, which skills are stronger for you? If you were to focus on strengthening one of your weaker skills, which one would you choose? How might you strengthen it as you engage in coaching conversations this week? Thinking bigger picture, how do you think you might strengthen a culture of coaching (or mentoring) in your church (or why wouldn't you want to strengthen coaching in your church)? How might insights from the *Intercultural Discipleship* book add important nuances to this disciple-making element?

Video #3 - Spiritual Disciplines: The Eleventh Disciple-Making Element (required)

Video #4 - Next Steps: Developing a Discipleship Strategy for Your Church (required)

Reflection Questions: Over the past several weeks, we've looked at 11 elements for making disciples in the church: 1) prayer saturation, 2) growing relationships, 3) growth orientation, 4) personalized approach, 5) missional mindset, 6) biblical and engaging preaching, 7) effective group training, 8) robust small groups, 9) supportive accountability, 10) coaching/mentoring, and 11) spiritual disciplines. Thinking about these 11 areas and insights from the *Intercultural Discipleship* book, what is one area where change might have the greatest impact on your church's capacity to make growing disciples of Jesus? What practical steps could you take to strengthen this area? What challenges to strengthening this area do you anticipate?

The Week 6 Reflection Paper is a maximum of 1,000 words and is due November 19.

### **Discussion Groups (5% of the final grade)**

During Weeks 3, 5 and 7, you will meet in a church-based discussion group for 90 minutes to discuss the questions you addressed in your reflection paper, explore other related topics, and contextualize ideas to your ministry setting. A designated leader from the host church will facilitate church-based discussion groups for those from the host church. If you are not part of the host church, you will need to find a leader in your church who would be willing to discuss your reflection paper with you (and any other people from your church who are taking this course) and assess engagement in those discussions (using the rubric below). Please send me the name and contact information of the group leader.

The assessment of participation in discussion groups involves attendance and actual participation in the group sessions (both are worth 50% of the discussion group mark). The discussion group leaders will use the following rubric to assess each group member's participation:

Excellent participation (worth 47-50/50) – The group member consistently engaged in the group conversations. The person did an excellent job listening to other group members and consistently added meaningful content to the conversations.

Great participation (worth 43-46/50) – The group member engaged in the group conversations most of the time. The person paid attention to what others said and added relevant content to the discussions fairly regularly.

Good participation (worth 40-43/50) – The group member sometimes engaged in the group conversations. The person was somewhat attentive to the group conversation and would add relevant content periodically.

Fair participation (worth 35-39/50) – The group member did not often engage in group conversations. The person seemed out of touch with the group conversation and would rarely add relevant content.

Poor participation (worth less than 35/50) – The group member rarely, if ever, engaged in the group conversations. The person seemed distant and uninterested in the group discussion and even other group members.



**Discipleship Approach (worth 45% of your final grade)**

This assignment has two major parts:

**Part 1: Theology of Discipleship (80% of assignment mark)**

In this part, develop a theology of discipleship that includes both evangelism and faith formation. Your theology should include an assessment of Jesus' approach to disciple-making in the Gospels, other Scriptures, the course texts and instructional content, class discussions, small group discussions, your own experience and at least five other sources (you can check out the [Bibliography on Discipleship in Appendix A](#) for a sample list of books and articles on discipleship and related topics). It is important to compare and contrast ideas from these sources and in the process come up with new ideas and/or applications of existing ideas. In addition, your theology of discipleship should be culturally and contextually appropriate for your current or anticipated ministry context. Your paper should answer questions like:

- What is a disciple of Jesus?
- How did Jesus develop his disciples?
- What is a biblical process for making growing disciples of Jesus who make other growing disciples of Jesus?

The maximum length of this part is 2,400 words.

**Part 2: Your Church's Discipleship Approach (20% of assignment mark)**

For part two, assess your church's discipleship approach in light of your theology of discipleship from part one. What is your church doing well in the areas of evangelism and faith formation? Where could it improve?

To assist with this assessment, I would ask that you and at least five others from your church do the Church Discipleship Assessment ([www.ministrylift.ca/church-discipleship-assessment](http://www.ministrylift.ca/church-discipleship-assessment)) that measures effectiveness in the 11 disciple-making elements we have explored in this course. Ask your group members to forward the summary email they receive after doing the assessment to you, so that you can analyze the results.

Based on your assessment, what are five recommendations that you could present to the church leadership team about how the church could strengthen its discipleship approach?

As a final part to this assignment, create a one-page summary of these recommendations and your rationale for making them and either submit the summary to a member of your leadership team or meet with someone from the team (or the whole team) and discuss the recommendations. I would encourage you to communicate that you are making these recommendations as part of an assignment for this course, so they understand why you are suggesting them. Include a note in the assignment that you have communicated your recommendations as directed for this assignment. In addition, attach the one-page summary as an appendix for the assignment.

For part two of this assignment, it is totally fine to team up with others in your church who are taking this course for graduate credit. The assessment process would be the same, except that you would recruit five people to do the Church Discipleship Assessment for each person in your group (e.g. if three of you are working together, you would ask 15 people to do the assessment). You would then need to decide on five recommendations together. When you submit your paper, please include a note if part two was a team effort and who was in your group.

The maximum length for part two is 1,200 words.

The total length of this assignment should not exceed 3,600 words. The assignment is due December 3.

### Course Evaluation

Because your feedback is very important to me (I will often change future offerings of a course based on the feedback I receive from students), I have made the course evaluation a required part of the course. You will find the course evaluation in the online classroom. Once you have completed it, you will be able to submit your final assignment.

### Grading Scale

Letter Grade	Percentage	Description	Grade Point	Meaning in Graduate Work
A+	97-100	Superior	4.30	Exceptionally well-reasoned, compelling development of position. Outstanding incorporation of personal vision as well as of references and resources. Strikingly appropriate examples. Extraordinary insight, critical analytical and evaluative ability, and creativity. Superlative style and language usage. Makes an original contribution and is potentially publishable.
A	93-96.99	Excellent	4.00	Well-argued and convincing development of position. Insightful incorporation of personal vision as well as of references and resources. Notably appropriate examples. Excellent insight, critical analytic and evaluative ability, and creativity. Impressive style and language use.
A-	90-92.99	Very Good	3.70	Thorough and plausible development of position. Skilful incorporation of personal vision as well as of references and resources. Very good examples. Very good insight, analytic and evaluative ability, and creativity. Commendable and fluent style and language usage.
B+	87-89.99	Proficient	3.30	Proficient development of position. Appropriate incorporation of personal vision as well as of references and resources. Relevant examples. Good quality insight, analytic and evaluative ability, and creativity. Clear and correct style and language usage.
B	83-86.99	Good	3.00	Competent development of position, but possibly with some gaps and/or limitations. Good incorporation of personal vision as well as of references and resources. Good examples. Reasonable insight, analytic and evaluative ability. Little creativity. Generally good style and language usage, but possibly with some minor flaws.
B-	80-82.99	Average	2.70	Average development of position, but with obvious gaps and/or limitations. Satisfactory incorporation of personal vision as well as of references and resources. Satisfactory examples. Reasonable insight, analytic and evaluative ability. Little creativity. Generally satisfactory style and language usage, but possibly with some minor flaws.

C+	77-79.99	Adequate	2.30	Adequate development of position with significant gaps and/or limitations. Some incorporation of personal vision as well as references and resources. Adequate use of examples. Very little creativity. Considerable number of issues related to coherence and style.
C	73-76.99	Acceptable	2.00	Limited development of position with a noticeable lack of consistency with personal vision or references. Limited integration with external sources. Acceptable analytic and evaluative ability. Numerous weaknesses in terms of clarity, coherence, and grammar.
C-	70-72.99	Needs Work	1.70	Passable but unimpressive development of position. Position not completely consistent with personal vision or references and resources not taken fully into account or examples are basic or not completely convincing or barely acceptable insight and analytic and evaluative ability. Adequate style and language usage, but with weaknesses in some respects (e.g., clarity, coherence, grammar). Overall quality shows noticeable deficiencies.
F	Below 70	Below Standard	0.00	Unacceptable work at graduate level. Shows lack of understanding and/or competence in several of the criteria described above. This grade is a failing grade at the graduate level.

### Assignment Assessment

When I assess written assignments and presentations, I tend to look for the following:

- Appropriateness – The content matches the requirements of the assignments.
- Substantiveness – The content reveals deeper level thinking. This may take the form of critiquing existing ideas and proposing new ones. It may involve applying ideas from the readings and class discussions in deeply personal ways. It could also include a novel integration of ideas from various sources. As you think about substantiveness, I would also ask you to go beyond “left brain” thinking that focuses on systematic and logical thinking. Add “right brain” analysis that views concepts in intuitive and more holistic ways. This may involve viewing assignment topics from creative vantage points by using word pictures, analogies, metaphors, pictures, diagrams, drama, poetry, music, and other creative devices that can often enrich conceptual meaning and make it more personal. In order to get an A on an assignment, **you really need to present your ideas in an integrative and creative way.** Go beyond the stated expectations of an assignment (not in terms of length ☺). Surprise me with a novel combination and/or expression of ideas.
- Coherence – The content flows in a consistent and meaningful way.
- Engaging – The writing style does not distract from the content (e.g. grammatical mistakes), but rather engages the reader’s attention. By the way, I love creative title pages that introduce a theme or multiple themes from your assignment in an engaging way.

### Assignment Grade Appeals

Students can appeal their grade to me by stating in writing their reasons for contesting the grade. Deadline for such appeals is one week after the student has receipt of grade. Formal course grade appeals can be made with the MB Seminary registrar.

### Appendix A: Bibliography on Discipleship

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