

| Course ID: | Course Title:                | Fall 2021                      |
|------------|------------------------------|--------------------------------|
| PT 710     | Ministry Practice and Values | Prerequisite: PT 501 or TH 501 |
|            |                              | Credits: 3                     |

On-Line - Synchronous

| Class Information |   | Instructor Information |                     | Important Dates                                    |               |
|-------------------|---|------------------------|---------------------|--|---------------|
| <b>Dates:</b>     | Start Date – Sept 14 – Tuesday = 6:45pm to 9:45pm<br>Finish Date – Nov 30, 2021 | <b>Instructor:</b>     | Terry C. Young, PhD | <b>Last day to add/drop, or change to audit:</b>   | Sept 19, 2021 |
|                   |   | <b>Email:</b>          | teyoung@ambrose.edu | <b>Last day to withdraw from course:</b>           | Nov 22, 2021  |
|                   |   | <b>Phone:</b>          | 403-585-8592        | <b>Last day to apply for coursework extension:</b> | Nov 23, 2021  |
|                   |   |                        |                     | <b>Last day of Classes</b>                         | Dec 13, 2021  |

### Course Description

This course provides the opportunity for learners to examine their beliefs concerning ministry and the practice of ministry as reflective practitioners. The formation of a reflective practitioner in ministry includes: (1) the integration of spiritual formation and the working out of continual calling; (2) the practice of spiritual disciplines; (3) the development of skills and methods necessary for theological reflection and understanding professional values and practice in ministerial settings. This course is a prerequisite for Internship or Ministry Coaching.

### Expected Learning Outcomes

**Cultivating a heart after God by** → Valuing and considering spiritual discipline and soul care for professional practice.  
**Fostering vocational clarity and effectiveness by** → Creating a personal philosophy of ministry for a ministry context.  
**Nurturing theological depth and breadth by** → Wrestling with core theological/biblical principles for ministry practice and how these principles will impact my future leadership.  
**Inspiring redemptive engagement by** → Exploring and applying the use qualitative research methodologies from the social sciences as a way to think about future ministry practice and engagement.

### Textbooks

McKnight, S. (2020). A church called TOV.  
 Moschella, M. C. (2008). Ethnography as a pastoral practice. Chapters 1-6 Required Reading.  
 Tripp, Paul David. (2020). Lead: 12 gospel principles for leadership in the church.  
 Wood, C. & Blue, E. (2008). Attentive to God: thinking theologically in ministry.

## Course Schedule: Tuesday Evenings – 6:45pm to 9:30pm

Sept 14 Intro to The Calling Journey  
Sept 21 Time-Lines, Life Formation, and the Emergence of Values and Clear Purpose  
Sept 28 Sharing of Time-Line Insights / Process Items / Transitions  
Oct 05 Sharing Time-Line Insights / Framing Your Philosophy of Ministry - **#1 Time-Line Work Due**  
Oct 12 Profile Being a Student of Your Context (Ethnographers in The Midst) – **#2 Top Ten Due**  
Oct 19 Gospel Principles for Leadership – A Trip with Tripp – Chapters 1-6 – **#3 Chapter Champ Work Due**  
Oct 26 Gospel Principles for Leadership – A Trip with Tripp – Chapters 7-12 – **#3 Chapter Champ Work Due**  
**#4 Personal Ministry Philosophy Work Due – Oct 29<sup>th</sup> (Friday)**  
Nov 02 Works of Heart – The Disciplines That Set Us Free  
Nov 09 **Reading Week – No Class**  
Nov 16 The Power of Self Differentiation  
**#5 Spiritual Practices Work Due – Nov 19<sup>th</sup> (Friday)**  
Nov 23 The Secure Base Essential  
Nov 30 Putting It All Together – An opportunity for us to hear ‘our calling journey’ – **#6 Reflection Paper Due**  
**#7 Reading Report Due – Dec 10 (Friday)**

### Requirements:

### Course Assignment Summary:

**#1 – Time-line Project (20%) – DUE Oct 5<sup>th</sup>** - A process will be given in the early days of the course on how to frame your decadal time-line. This exercise is vital in setting down your life and ministry values as these are most often shaped in and through our life experiences. A full credit for this assignment will be given when you complete and present to the professor your time-line display.

**#2 – Ethnography Top 10 (5% – DUE Oct 12<sup>th</sup>** - From the text by Moschella capture your top ten principles for how to be an effective ethnographer. These ten points must be set down on one page, single spaced and serve to guide you in your present and future work of paying great attention to your ministry surroundings.

**#3– Chapter Champions (10%) – DUE Oct 19<sup>th</sup> & 26<sup>th</sup>** - The book by Paul David Tripp, LEAD will be a key focus for this course. Each student will be assigned on chapter to champion to the rest of the class. This will be a brief 10-minute presentation

**#4 – Personal Philosophy (15%) – DUE Oct 30<sup>th</sup> (Friday)**- As you reflect on and frame your own personal philosophy of ministry, examples will be provided and a template will be offered as to how to set forth with clarity your philosophy of ministry.

**#5 Spiritual Discipline Reflections – 20% (10% per reflection) - DUE Nov 19<sup>th</sup> (Friday)** - A handout is provided on Moodle entitled, “Putting on the Character of Christ Every Day.” It provides brief overviews of 19 spiritual or work of heart practices. Choose two of these practices to focus on and then engage the two practices you have chosen. Write a brief reflection in a three-page double spaced summary for each practice. Each reflection will cover the following:

- What did you do in terms of this discipline or practice?
- Why were you drawn to this practice?
- What was easy for you / difficult for you in practicing this soul training?
- In what sense does your temperament / personality effect your practice of this soul training?
- What did you sense happening in you as a result of taking time to engage in this soul training? What insights or impressions came to you about your relationship with God / the need of this soul training for ministry practice?

**#6 – Reflection Paper (20%) – DUE Nov 30<sup>th</sup>** - A personal reflection paper on EITHER – A Church Called TOV OR Attentive to God. This will be a five-page reflective paper on five major take-aways for you from the book, and one aspect of the authors work that

impacted you in a personal way – challenged your thinking or practice? – made you seriously pause or stopped you in your tracks? – fired you up to live and lead a different way?

#7 - Reading Report (10% ) – Due December 10<sup>th</sup>, 2021

You will be provided a reading report on Moodle for the course and it is to be handed into the Assignment Folder provided. This will assess your reading from the four main texts.

**ASSIGNMENT SUMMARY:**

|  |     |                     |
|--|-----|---------------------|
| #1 – Time-line Project   | 20% | Due Oct 5           |
| #2 – Ethnography Top Ten   | 5%  | Due Oct 12          |
| #3 – Chapter Champion Presentation – LEAD                        | 10% | Due Oct 19 & 26     |
| #4 – Personal Philosophy of Ministry                             | 15% | Due Oct 30 (Friday) |
| #5 – Spiritual Disciplines Reflection                            | 20% | Due Nov 19 (Friday) |
| #6 – Reflection Paper on A Church Called TOV OR Attentive To God | 20% | Due Nov 30          |
| #7 – Reading Report  | 10% | Due Dec 10 (Friday) |

**Attendance:**

The nature of the class is such that attendance for ZOOM Sessions is mandatory. Students will interact with the instructor, the material, and with fellow classmates through this means - this interaction is crucial to the design of this course. If a student is absent for the ZOOM link please inform the instructor if you are going to be absent and a plan will be set for catching up on the missed segments of course interaction.

**Grade Summary:**

| Grade | Interpretation   | Grade Points |
|-------|--|--------------|
| A+    | <b>Mastery:</b> Comprehensive understanding of subject matter      | 4.00         |
| A     |  | 4.00         |
| A-    |  | 3.70         |
| B+    | <b>Proficient:</b> Well-developed understanding of subject matter. | 3.30         |
| B     |  | 3.00         |
| B-    |  | 2.70         |
| C+    | <b>Basic:</b> Developing understanding of subject matter           | 2.30         |
| C     |  | 2.00         |
| C-    |  | 1.70         |
| D+    | <b>Minimal Pass:</b> Limited understanding of subject matter       | 1.30         |
| D     |  | 1.00         |
| F     | <b>Failure:</b> Failure to meet course requirements                | 0.00         |

Because of the nature of the Alpha 4.00 system, there can be no uniform University-wide conversion scale. The relationship between raw scores (e.g. percentages) and the resultant letter grade will depend on the nature of the course and the instructor’s assessment of the level of each class, compared to similar classes taught previously.

Please note that final grades will be available on student registration system. Printed grade sheets are not mailed out.

## Ministry Values & Practice References

- Allen, D. (2003). Ready for anything: Fifty-two productivity principles for work and life. London: Penguin Books.
- Allender, D. (2006). Leading with a limp: Turning your struggles into strengths. Colorado Springs: Waterbrook.
- Barsh, Joanna & Cranston, Susie. (2009). How remarkable women lead. New York: Crown Business.
- Barton, R. H. (2008). Strengthening the soul of your leadership: Seeking God in the crucible of ministry. Downers Grove, IL: Intervarsity Press.
- Belsky, S. (2018). The messy middle: Finding ways through the hardest and most crucial part of any bold venture. New York: Portfolio/Penguin.
- Blackaby, H. T. & Blackaby, R. (2001). Spiritual leadership: Moving people on to God's agenda. Broadman & Holman.
- Blackaby, H. T. & Brandt, H. (1997). The power of the call. Nashville: Broadman & Holman.
- Blackaby, H. T. & Blackaby, R. (2002). Spiritual leadership. Nashville: Broadman & Holman.
- Blanchard, K. (2005). Lead like Jesus: Lessons from the greatest leadership role model of all times. Nashville: Word.
- Block, P. (1993). Stewardship: Choosing service over self-interest. San Francisco: Jossey-Bass.
- Bolman, L.G. & Deal, T.E. (1991). Reframing organizations. San Francisco: Jossey-Bass.
- Bolsinger, T. (2015). Canoeing the mountains: Christian leadership in uncharted territory. Downers Grove, IL: IVP Books.
- Borek, J., Lovett, D., & Towns, E. (2005). The good book on leadership: Case studies from the Bible. Nashville: Broadman & Holman.
- Bossidy, L & Charan, R. (2004). Confronting reality: Doing what matters to get things right. New York: Crown.
- Bushe, G. (2001). Clear leadership: How outstanding leaders make themselves understood, cut through the mush, and help everyone get real at work. Palo Alto, CA: Davies-Black.
- Cameron, K. (2008). Positive leadership: Strategies for extraordinary performance. San Francisco: Berrett-Koehler.
- Cameron, K. & Levine, M. (2006). Making the impossible possible: Leading extraordinary performance – The rocky flats story. San Francisco: Berrett-Koehler.
- Carson, D. A. (2003). The cross and Christian ministry: Leadership lessons from I Corinthians. Grand Rapids: Baker.
- Clinton, R.J. (1988). The making of a leader. Colorado Springs: NavPress.
- Conant, D. & Norgaard, M. (2011). Touch points: Creating powerful leadership connections in the smallest of moments. San Francisco: Jossey Bass Publishers.
- Crouch, Andy. (2013). Playing God: Redeeming the gift of power. Downers Grove, IL: Intervarsity Press.
- Daloz, L.A.P., Keen, C.H., Keen, J.P., & Parks, S.D. (1996). Common fire: Lives of commitment in a complex world.

Boston: Beacon Press.

DePree, M. (1992). Leadership jazz. New York: Bantam Doubleday Dell.

DePree, M. (1997). Leadership without power. San Francisco: Jossey-Bass.

Eswine, Z. (2015). The imperfect pastor: Discovering joy in our limitations through a daily apprenticeship with Jesus. Wheaton, IL: Crossway Books.

Ferguson, D. & Ferguson, J. (2010). Exponential: How you and your friends can start a missional church movement. Grand Rapids, MI: Zondervan.

Figliuolo, M. (2011). One piece of paper: The simple approach to powerful, personal leadership. San Francisco: Jossey Bass.

Friedman, E. H. (1985). Generation to generation: Family process in church and synagogue. New York: Guilford.

Friedman, E. H. (2007). A failure of nerve: Leadership in the age of the quick fix. New York: Seabury.

Gostick, A. & Elton, C. (2020). Leading with gratitude: Eight leadership practices for extraordinary business results. New York: Harper Business.

Greenleaf, R.K. (1977). Servant leadership: A journey in the nature of legitimate power and greatness. New York: Paulist Press.

Hayward, M. (2007). Ego check: Why executive hubris is wrecking companies and careers and how to avoid the trap. Chicago: Kaplan.

Heifetz, R.A. (1994). Leadership without easy answers. Cambridge, MA: The Bellknap Press of Harvard University Press.

Heifetz, R. A. & Linsky, M. (2002). Leadership on the line: Staying alive in the dangers of leading. Cambridge, MA: The Bellknap Press of Harvard University Press.

Herrington, J., Creech, R., & Taylor, T. (2003). The leader's journey: Accepting the call to personal and congregational transformation. San Francisco: Jossey-Bass.

Johansen, B. (2017). The new leadership literacies: Thriving in a future of extreme disruption and distributed everything. Oakland, CA: Berrett-Koehler Publishers.

Kaplan, R. S. (2011). What to ask the person in the mirror: Critical questions for becoming a more effective leader and reaching your potential. Boston: Harvard Business Review Press.

Kethledge, R. & Erwin, M.S. (2017). Lead yourself first: Inspiring leadership through solitude. New York: Bloomsbury.

Kouzes, J. & Posner, B. (1999). Encouraging the heart. San Francisco: Jossey-Bass.

Kraft, D. (2012). Mistakes leaders make. Westchester, NY: Crossway Books.

Kram, K. & Murphy, W. (2014). Strategic relationships at work: Creating your network of mentors, sponsors, and peers for success in business and life. McGraw-Hill Education.

Livermore, D. (2010). Leading with cultural intelligence: The new secret to success. New York: Amacom.

- Loehr, J. & Schwartz, T. (2003). The power of full engagement: Managing energy, not time, is the key to high performance and personal renewal. New York: Free Press.
- Lowney, C. (2003). Heroic leadership: Best practices from a 450 year old company that changed the world. Chicago: Loyola Press.
- MacKenzie, G. (1996). Orbiting the giant hairball: A corporate fool's guide to surviving with grace. New York: Viking Books.
- McIntosh, G. & Rima, S. (1997). Overcoming the dark side of leadership: The paradox of personal dysfunction. Grand Rapids: Baker.
- McKenna, R. (2005). Never blink in a hailstorm and other lessons on leadership. Grand Rapids: Baker.
- McKeown, G. (2014). Essentialism: The disciplined pursuit of less. New York: Crown Business.
- McNeal, R. (2000). A work of heart: Understanding how God shapes spiritual leaders. San Francisco: Jossey-Bass.
- McNeal, R. (2006). Practicing greatness: Seven disciplines of extraordinary spiritual leaders. San Francisco: Jossey-Bass.
- Nanus, B. & Dobbs, S. (1999). Leaders who make a difference: Essential strategies for meeting the non-profit challenge. San Francisco: Jossey-Bass.
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- Rima, S. (2000). Leading from the inside out: The art of self-leadership. Grand Rapids: Baker.
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- Schein, E. H. (2004). Organizational culture and leadership. 3<sup>rd</sup> Edition. San Francisco: Jossey-Bass.
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- Sanders, J. O. (1980). Spiritual leadership. Chicago: Moody Press.
- Schon, D. d(1983). The reflective practitioner: How professionals think in action. New York: Basic Books.
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Multnomah.

Stanley, A. (1999). Visioneering: God's blueprint for developing and maintaining personal vision. Sisters, Oregon: Multnomah.

Weiser, C. (1994). Healers harmed and harmful. Minneapolis: Fortress.

White, J. (1986). Excellence in leadership. Markham: Intervarsity Press.

Wilkes, C. G. (1998). Jesus on leadership: Discovering the secrets of servant leadership from the life of Christ. Wheaton, IL: Tyndale House Publishers Inc.

Williams, D. (2015). Leadership for a fractured world: How to cross boundaries, build bridges, and lead change. Oakland, CA: Berrett-Koehler Publishers.

## Ambrose University Academic Policies:

### Communication

All students have received an Ambrose e-mail account upon registration. It is the student's responsibility to check this account regularly as the Ambrose email system will be the professor's instrument for notifying students of important matters (cancelled class sessions, extensions, requested appointments, etc.) between class sessions. If students do not wish to use their Ambrose accounts, they will need to forward all messages from the Ambrose account to another personal account.

### Registration

During the **Registration Revision Period** students may enter a course without permission, change the designation of any class from credit to audit and /or voluntary withdraw from a course without financial or academic penalty or record. Courses should be added or dropped on the student portal by the deadline date; please consult the List of Important Dates. After that date, the original status remains and the student is responsible for related fees.

Students intending to withdraw from a course after the Registration Revision Period must apply to the Office of the Registrar by submitting a "Request to Withdraw from a Course" form or by sending an email to the Registrar's Office by the **Withdrawal Deadline**; please consult the List of Important Dates on the my.ambrose.edu website. Students will not receive a tuition refund for courses from which they withdraw after the Registration Revision period. A grade of "W" will appear on their transcript.

Students wishing to withdraw from a course, but who fail to do so by the applicable date, will receive the grade earned in accordance with the course syllabus. A student obliged to withdraw from a course after the Withdrawal Deadline because of health or other reasons may apply to the Registrar for special consideration.

### Exam Scheduling

Students, who find a conflict in their exam schedule must submit a Revised Examination Request form to the Registrar's Office by the deadline date; please consult the List of Important Dates. Requests will be considered for the following reasons only: 1) the scheduled final examination slot conflicts with another exam; 2) the student has

three final exams within three consecutive exam time blocks; 3) the scheduled final exam slot conflicts with an exam at another institution; 4) extenuating circumstances. Travel is not considered a valid excuse for re-scheduling or missing a final exam.

### Electronic Etiquette

Students are expected to treat their instructor, guest speakers, and fellow students with respect. It is disruptive to the learning goals of a course or seminar and disrespectful to fellow students and the instructor to use electronics for purposes unrelated to the course during a class session. Turn off all cell phones and other electronic devices during class. Laptops should be used for class-related purposes only. Do not use iPods, MP3 players, or headphones. Do not text, read, or send personal emails, go on Facebook or other social networks, search the internet, or play computer games during class. Some professors will not allow the use of any electronic devices in class. The professor has the right to disallow the student to use a laptop in future lectures and/or to ask a student to withdraw from the session if s/he does not comply with this policy. Repeat offenders will be directed to the Dean. If you are expecting communication due to an emergency, please speak with the professor before the class begins.

### Academic Policies

It is the responsibility of all students to become familiar with and adhere to academic policies as stated in the Academic Calendar. Personal information (information about an individual that may be used to identify that individual) may be required as part of taking this class. Any information collected will only be used and disclosed for the purpose for which the collection was intended. For further information contact the Privacy Compliance Officer at [privacy@ambrose.edu](mailto:privacy@ambrose.edu).

### Extensions

Although extensions to coursework in the semester are at the discretion of the instructor, students may not turn in coursework for evaluation after the last day of the scheduled final examination period unless they have received permission for a course Extension from the Registrar's Office. Requests for course extensions or alternative

examination time must be submitted to the Registrar's Office by the deadline date; please consult the List of Important Dates. Course extensions are only granted for serious issues that arise "due to circumstances beyond the student's control."

### **Appeal of Grade**

An appeal for change of grade on any course work must be made to the course instructor within one week of receiving notification of the grade. An appeal for change of final grade must be submitted to the Registrar's Office in writing and providing the basis for appeal within 30 days of receiving notification of the final grade, providing the basis for appeal. A review fee of \$50.00 must accompany the appeal. If the appeal is sustained, the fee will be refunded.

### **Academic Integrity**

We are committed to fostering personal integrity and will not overlook breaches of integrity such as plagiarism and cheating. Academic dishonesty is taken seriously at Ambrose University as it undermines our academic standards and affects the integrity of each member of our learning community. Any attempt to obtain credit for academic work through fraudulent, deceptive, or dishonest means is academic dishonesty. Plagiarism involves presenting someone else's ideas, words, or work as one's own. Plagiarism is fraud and theft, but plagiarism can also occur by accident when a student fails or forgets to acknowledge to another person's ideas or words. Plagiarism and cheating can result in a failing grade for an assignment, for the course, or immediate dismissal from the university. Students are expected to be familiar with the policies in the current Academic Calendar that deal with plagiarism, cheating, and the penalties and procedures for dealing with these matters. All cases of academic dishonesty are reported to the Academic Dean and become part of the student's permanent record.

**Note:** Students are strongly advised to retain this syllabus for their records.