2017 Organizational Leadership
Year Two
GSEM706

SPIRITUAL & THEOLOGICAL FOUNDATIONS FOR MINISTRY

2018
Allan Walshe, DMin

Andrews
University
Seek. Affirm. Change.

Andrews ◊ University

GSEM706

SPIRITUAL AND THEOLOGICAL FOUNDATIONS FOR MINISTRY

2017 ORGANIZATIONAL LEADERSHIP

GENERAL MODULE INFORMATION

Intensive location: Andrews University, Berrien Springs, MI
Intensive Dates: April 17-May 10
Credits offered: 8

INSTRUCTOR CONTACT DETAILS

Professor: Allan Walshe, DMin
Telephone: 269-471-3318
Email: samos@andrews.edu

BULLETIN MODULE DESCRIPTION

This is a foundational module required of all DMin students. The module builds the spiritual and theological basis from which the practice of ministry and mission grows and seeks to lead the student into a self-reflection and examination of life and belief.

MOODLE ACCESS, 365-DAY LIMIT

Moodle access for this module is limited to 365 days. Registered students generally have access to Moodle 60 days prior to the first day of the intensive. All module assignments are to be submitted through Moodle according to the due dates outlined in this syllabus.

MODULE MATERIALS

Required Reading (For ISBN and price information, please see the listing at the Bookstore or visit

www.andrews.edu/bookstore):

1. McNeal, R. (2011). *A work of heart: Understanding how God shapes spiritual leaders*. San Francisco, CA: Jossey-Bass.

2. Barnes, C. M. (1996). *When God interrupts: Finding new life through unwanted change*. Downers Grove, IL: InterVarsity Press.

3. Miller, P.E. (2009). *A Praying Life: Connecting with God in a distracting world*. Colorado Springs, CO: NavPress.

4. Seamonds, D. (1991). *Healing for damaged emotions.* Colorado Springs, CO: Victor.

5. Peckham, John C. (2015). *The love of God: A canonical model*. Downers Grove, IL: InterVarsity Press.

6. Zacharias, Ravi (2012). *Why Jesus?: Rediscovering His truth in an age of mass marketed Spirituality*. New York: FaithWords, Hachette Book Group

7. Cloud, H. & Townsend, J. (2001). *How people grow: What the Bible reveals about personal*. Grand Rapids, MI: Zondervan.

8. Wilson, Michael Todd & Hoffman, Brad (2007). *Preventing ministry failure.* Downers Grove, IL: InterVarsity Press.

Books should be read in the order listed if possible. Choice of books for reading does not mean that the professor or Andrews agrees with their content. All books must be brought to the class session. Journaling on the first 4 books must be submitted to the teacher on the first day of class.

Books can be purchased in any manner convenient to the participant.

PROGRAM LEARNING OUTCOMES

The following program learning outcomes reflect the intended impact of the Doctor of Ministry Program:

1. Critically reflect on, articulate, and apply biblically based principles and values for excellence in mission and ministry.
2. Conduct research and implement an intervention in response to ministry challenges and trends in a local context, related to the primary field of service.
3. Integrate knowledge and skills acquired into an effective ministry practice and evaluate the resultant impact on one's personal experience and ministry.

PRIMARY EDUCATIONAL OBJECTIVES

The Doctor of Ministry program seeks to develop the person, knowledge, and practice of its students.

Being:
   a) Seek deeper Christ-like biblical spirituality
   b) Experience enrichment of personal and family life
   c) Intensify commitment to ministry
   d) Develop an Adventist perspective of discipleship, evangelism, mission, and ministry

Knowing:
   a) Acquire exceptional theoretical knowledge that contributes to advanced ministry
   b) Foster a holistic view of society and its needs
   c) Articulate theological and theoretical understandings that advance global ministry
   d) Understand the biblical model of servant leadership

Doing:
   a) Enhance the ability to evaluate ministerial practices through theological reflection
   b) Use appropriate tools to analyze the needs of churches and communities
   c) Refine skills that facilitate ministerial effectiveness
   d) Reinforce habits of study that contribute to lifelong learning

CONCENTRATION OUTCOMES

The learning outcomes for this concentration include intellectual (knowing), practical (doing), and spiritual (being) components.

<u>Being</u>

The graduate will be engaged in a learning process aimed at enhancing personal spirituality, enriching the personal life, and improving professional relationships through an expanding awareness of what God has called them to be.

1. Spiritual maturity
2. Living by the Spirit (Galatians 5:22-26)
3. Enrichment of personal and family life
4. Greater commitment to ministry
5. A biblical perspective of evangelism, mission, and ministry
6. Positive collegial relationships
7. A global view of society and ministry

<u>Knowing</u>

The graduate will be expected to exhibit an advanced understanding of sound theological and theoretical foundations that support Christian leadership and how those foundations contribute to responsible ministry for the worldwide church.

1. Exceptional theoretical knowledge of leadership
2. An understanding of a biblical theology of leadership
3. An understanding of organizational culture and systems thinking

<u>Doing</u>

The graduate will model Christ-like ministry and demonstrate the ability to effectively contribute to the mission of the church by wise and competent application of leadership theology and theory to practical and innovative solutions for ministry challenges.

1. Practice of the following core leadership essentials:
    identifying a God-given, passion-stirring shared vision
    demonstrating faith-based hope
    exercising solid integrity
    courage to challenge the status quo
    unswerving commitment to empowering people
    abundance mentality
    appreciation of diversity

2. Proficiency in a minimum of 5 of the following administrative skills:

> facilitating effective planning
> managing resources responsibly
> communicating effectively
> building effective teams
> managing change
> managing conflict
> evaluation and assessment
> making meetings matter
> coaching
> mentoring others

STUDENT LEARNING OBJECTIVES

The Doctor of Ministry in Organizational Leadership Concentration seeks to develop the person (Being), knowledge (Knowing), and practice (Doing) of its participants. These objectives should be reflected in the Ministry Development Plan developed by the participant.

The graduate will

1. Develop deeper biblical spirituality.
2. Experience enrichment of personal and family life.
3. Intensify commitment to ministry.
4. Develop an Adventist perspective of evangelism, mission, and ministry.
5. Experience positive collegial relationships.
6. Develop a global view of society and ministry.
7. Gain theoretical knowledge that contributes to advanced ministry.
8. Develop an understanding of the biblical model of servant leadership.
9. Evaluate ministerial practices through theological reflection.
10. Use appropriate tools to analyze the needs of churches and communities.
11. Develop skills that facilitate more effective ministry.
12. Articulate theological and theoretical understandings that advance global ministry.
13. Develop habits of study that contribute to lifelong learning.

THE COHORT

This module is open to members of this cohort, who take the sequence of modules and the project seminar together. Cohort members will meet in groups between intensives and pursue projects that advance their competencies. On completion, they will have completed an Organizational Leadership Concentration in their DMin program.

Participants in the Organizational Leadership concentration take the following modules and the project seminars in the following sequence:

2017
- CHMN747 Christian Leadership (4 cr), Skip Bell, February 6-15, Andrews University
- GSEM790 DMin Project Seminar (4 cr), David Penno, February 16-22, Andrews University

2018
- GSEM706 Spiritual & Theological Foundations for Ministry (8 cr), Allan Walshe, April 17-May 10, Andrews University (includes Field Research Symposium, Petr Cincala, April 17-18)Implementation Symposium, David Penno, December 11, 2:00 p.m. – 4 p.m. EST, virtual meeting via Zoom

2019
- CHMN760 Advanced Leadership Competencies (5 cr), Stan Patterson, January 21-February 1, Riverside, CA
- GSEM796 DMin Project (3 cr), Spring Semester

2020
- CHMN780 Leading and Managing the Church Organization (5 cr), Stan Patterson, January 13-24, Riverside, CA
- GSEM796 DMin Project (3 cr), Spring Semester 2020

*Always consult the Doctor of Ministry program planner at www.doctorofministry.com for possible adjustments to the date and locations of future teaching intensives.

MODULE REQUIREMENTS

I. Pre-Intensive

A. Pre-Intensive Reading:

A journal is due the first day of the teaching intensive for each of the 4 required pre-session titles. The journal (there will be 4, one for each book) is an informal reflection of your thoughts as you read the book. Reflection in this context suggests a cognitive and imaginative process. Examine what you read in the article and "bounce it off" what you have experienced or imagined. Consider the text in the light of your values, experiences, ideas, and hopes. The result is your "reflection" on the text. Give deliberate and intentional attention to how the text relates to

your life and relate it with written clarity. Journals are usually four to six pages, need not follow any particular style, and will not be graded for grammar, writing, etc. Begin the journal for each book with a simple statement that you have read the required book or state what you have read of the book.

1. McNeal, R. (2011). *A work of heart: Understanding how God shapes spiritual leaders*. San Francisco, CA: Jossey-Bass.

2. Barnes, C. M. (1996). *When God interrupts: Finding new life through unwanted change*. Downers Grove, IL: InterVarsity Press.

3. Miller, P.E. (2009). *A Praying Life: Connecting with God in a distracting world*. Colorado Springs, CO: NavPress.

4. Seamonds, D. (1991). *Healing for damaged emotions.* Colorado Springs, CO: Victor

Books can be purchased in any manner convenient to the participant.

B. MBTI

Each student must take the assessment and know his or her Myers-Briggs type indicator (MBTI) which consists of 4 letters. If you have not taken the test or have forgotten its results, the easiest way to identify your type is to take the shortened form of the test in the following book:

Kiersey, David, and Marilyn Bates, *Please Understand Me: Character and temperament types*. Delmar, CA: Gnosology Books Ltd. ISBN 0-9606954-0-0

(Note: A free, short-version test based on the Jung-Myers-Briggs typological approach is available online at http://www.humanmetrics.com/ . Take the Jung typology test.)

Results must be brought to the intensive.

II. The Intensive

A. Attend the Intensive on April 17-May 10.
B. Punctual attendance is required for all intensive sessions. A maximum of 10% absence of total activities is allowed.
C. On some evenings a daily journal will be required.
D. Participation in discussion, group activities, journaling, and compilation of notes is expected.
E. A cohort field experience will be planned for Saturday.

III. Post Intensive

A. Post-Intensive Reading

Journal and report the post intensive books in the same manner as for the pre-intensive books.

1. Peckham, John C. (2015). *The love of God: A canonical mode.* Downers Grove, IL: InterVarsity Press

2. Zacharias, Ravi (2012). *Why Jesus?:Rediscovering His truth in an age of mass marketed spirituality.* New York: Faith

3. Cloud, H. & Townsend, J. (2001). *How people grow: What the Bible reveals about personal.* Grand Rapids, MI: Zondervan.

4. Wilson, Michael Todd & Hoffman, Brad (2007). *Preventing ministry failure.* Downers Grove, IL: InterVarsity Press.

B. Review and revise the Ministry Development Plan (MDP) you were required to do in year one. The Ministry Development Plan has four sections; a description of your current situation, your vision for your life and ministry following the program, the steps you propose to move in the direction of that vision during your program, and a listing of the helping as well as hindering forces. The Ministry Development Plan should include spiritual, personal, relational, and professional context, vision, and activities to accomplish the vision in those areas. The MDP will serve the context support group and form the foundation for a reflection paper at the time of your assessment at the end of the program.

C. Chapter two of your project document, a paper of 25 pages, will be required providing a theological reflection relevant to your project challenge. **This work required in year two partially integrates your 6 credits of project learning into the program.**

The Andrews University Standards for Written Work, 12th Edition (or more recent edition) will provide the standards for all written work. Doctor of Ministry papers are done in APA style.

D. Meet again with your context support group of five to nine persons and review your MDP. The meeting will center on personal and professional progress. The meeting must occur on or before July 8, 2018. The group will review the MDP and its progress.

E. Students will participate in a minimum of two sessions of a work group for peer support and sharing of experience.

1. A journal and attendance record of the group meetings will be required from a secretary for each group by January 31, 2019.

2. The first group meeting must occur on or before August 5, 2018, and review the work of each student on their chapter two.
3. The second group meeting must occur on or before October 21, 2018, and review a book or other assignment.
4. Groups may meet by phone conference, face-to-face, or via electronic conference.

F. Continue your work with an appropriate field mentor, be involved in at **least monthly** sessions with your mentor, and report the 1) name, 2) contact information, and 3) a one page journal of session dates and reactions to the sessions to the lead teacher on the final assignment due date.

GRADING AND ASSESSMENT

A. Credit-Hour Definitions and Calculations

The Doctor of Ministry program requires 56 hours of study for each semester credit. Professor contact time is to be 15 hours per credit within that number. This module is 8 hours, so the entire course module is to require 448 hours. Following is a rule of thumb to help guide your reading, research, and writing for Seminary courses:

- Average reading speed   15-20 pages/hr.
- Average writing speed   3 hr./page

The time for this module is calculated as follows:
Ministry Development Plan	3 hours
Reading and journaling (approximately 3,500 pages)	261 hours
MBTI	5 hours
Intensive	120 hours
Journaling during the intensive	2 hours
Context support group	2 hours
Post intensive paper	47 hours count for the module
Peer group attendance and journaling	3 hours
Mentoring	5 hours
Total	**448 hours**

Please note: Chapter 2 theological reflection chapter, 28 hours relate to the project credits registered in years in three and four, as well as 28 hours for professional experience in the project.

B. Criteria for Grades

Assessment is accomplished by evaluating participation and assignments around the outcomes of the concentration. See the chapter rubric guidelines at the Doctor of Ministry web site for further information.

C. Grade Points

Reading Journals and Reports	225 points (25 each)
Ministry Development Plan	80 pts.
Theological Reflection	250 pts.
Context Support Group	60 pts.
Peer Work Group Meetings	50 pts.
Report Regarding Mentor	40 pts.
Perception Checks	20 pts.
Notes	20 pts.
Total	**745 pts.**

94 - 100% - A
90 - 93% - A-
87 - 89% - B+
83 - 86% - B
80 – 82% - B-
77 - 79% - C+
73 - 76% - C
70 - 72% - C-

D. Assignment Submission

Submission of **all assignments** must be submitted via Learning Hub (Moodle) before or on the deadlines listed.

E. Assignment submission / Late Submission deadlines will be applied as follows:

Assignment due date:	(possible A grade)
Late up to 30 days:	(no more than A- grade)
Late 31 to 60 days:	(no more than B+ grade)
Late 61 to 90 days:	(no more than B grade)
Late 91 days or more:	(no credit for the assignment)

Reading reports and reading journals for all pre-intensive books are due the first session of the teaching intensive, April 17, 2018. If submitted late, the work will be discounted 10%. The remaining assignments are due January 31, 2019.

F. Student grades will be recorded June 30, 2019.

G. Graduation requires a 3.0 or better program GPA. Students who receive a DN for a module must seek permission from the DMin office to restart with another cohort and seek a new program time limit. Such requests are considered by the DMin program committee and not guaranteed. No tuition refunds are considered.

ASSESSMENT GUIDELINES

Criteria for Assessment of the Post Intensive Paper

Category	4.00 **Target**	3.00 **Needs Improvement**	2.00 Unsatisfactory	1.00 Unacceptable
Introduction	The chapter begins with an introduction that invites the reader into the topic and presents a bird's eye view of what the chapter will cover.	Same as Target, the bird's eye view is incomplete.	The reader is invited into the topic but no bird's eye view is given of what the chapter will cover.	There is no introduction or no clear connection between the introduction and the body of the chapter.
A Constructive Theological Essay	The chapter is clearly written as a constructive theological essay. It identifies a theological question/problem which is central to the task of the project. It enters into conversation with the Bible and Spirit of Prophecy (optional) through the lens of a particular theological approach. It then constructs an answering biblical theology to serve as the theological foundation for the project.	Same as target, except there is a slight tendency to sidetrack onto tangents that are not directly related to the central issue being addressed.	There is a tendency to get off point and to deal with tangents that are not directly related to the central issue being addressed and/or the chapter is only loosely connected to the central task of the project.	One or more of the following is true: • The chapter is not connected to the central task of the project. • There is no clear theological approach • There is no answering biblical theology constructed
Writing in the Academic Voice	All claims are supported by clear evidence. The connection between the claim and the evidence is warranted. The evidence is presented in a clear and linear fashion. The chapter bases its appeal upon *logos and* doesn't attempt to divert to the sermonic lures of pathos and ethos. It does not overstate its claims.	The evidence is presented in a mostly linear fashion and is clear. There is a slight tendency to overstate certain claims. However all claims are still based on clear and warranted evidence and/or there is a minor inclination to use sermonic language.	1 or 2 of the claims made in the chapter are either not supported by clear evidence or the connection between the claim and the evidence does not seem warranted and/or there is a clear tendency to write in a sermonic voice and not an academic voice.	3 or more claims are not based on either evidence or warranted evidence and/or the entire chapter sounds like a sermon.

Use of Quotations	The chapter minimizes the use of quotations and instead seeks to summarize the ideas of others. All quotations are placed within a "quotation sandwich." All quotations are formatted correctly.	There is a reasonable balance between summarization and quotation and the majority of quotations are placed within a "quotation sandwich."	The quotations that are used are not placed within a "quotation sandwich." and/or the chapter focuses more on quoting others than on summarizing their ideas.	The chapter looks like a "cut and paste" job and/or the quotations are not formatted correctly.
Conclusion	The chapter ends with a conclusion that reiterates the main points, restates the thesis in light of its substantiation and exemplification reflects on the journey that has led to this concluding moment, and acknowledges directions for further research and reflection.	The chapter ends with a conclusion that reiterates the main points and restates the thesis in light of its substantiation and exemplification.	One of the main points is not reiterated in the conclusion. Or in addition to reiterating what was discovered in the body of the chapter the conclusion presents new evidence or makes claims that are not substantiated in the body of the chapter.	There is no conclusion or the conclusion does not capture the main points of the chapter.
Format	The chapter formatting follows proper *Andrews Standards for Written Work.*	There is 1 formatting mistake.	There are 2 formatting mistakes.	There are 3 or more formatting mistakes.
Style	The chapter follows APA Style in-text referencing to cite sources.	There is 1 stylistic mistake.	There are 2 stylistic mistakes.	There are 3 or more stylistic mistakes.
Language Conventions	There are no spelling, grammar, or punctuation errors.	There is 1 spelling, grammar, or punctuation error.	There are 2 spelling, grammar, or punctuation errors.	There are more than 3 spelling, grammar, or punctuation errors.
Clearly Written	The chapter is written in a reader-friendly manner that models clarity of expression.	The chapter is written in a mostly reader-friendly manner. There is a slight tendency to use a few long rambling sentences.	Expression of some ideas is confusing to the reader. Uses lots of long, rambling sentences.	The chapter does not promote reader understanding and/or is unclear in language use and expression. Uses long, rambling or run-on sentences.
Length	16-25 pages	26-30 pages	31-40 pages	More than 40 pages

Disability Accommodations
If you qualify for accommodation under the American Disabilities Act, please contact Student Success in Nethery Hall 100 (disabilities@andrews.edu or 269-471-6096) as soon as possible so that accommodations can be arranged.

Late Assignment Submission
Assignments submitted after the specified due date will incur a deduction of 10% per week or part thereof.

Examinations
"Credit is not granted in courses unless the required examinations are completed by the student. Students are expected to follow the published examination schedule. In cases where the schedule requires a student to complete four exams in one day, arrangements may be made with the dean to complete one of the examinations at another time". *AU Bulletin*

Class Attendance
"Regular attendance at all classes, laboratories and other academic appointments is required for each student. Faculty members are expected to keep regular attendance records. The syllabus notifies students of the attendance requirements. *AU Bulletin*

Class Absences
"Whenever the number of absences exceeds 20% (10% for graduate classes) of the total course appointments, the teacher may give a failing grade. Merely being absent from campus does not exempt the student from this policy. Absences recorded because of late registration, suspension, and early/late vacation leaves are not excused. The class work missed may be made up only if the teacher allows. Three tardies are equal to one absence.

Registered students are considered class members until they file a Change of Registration form in the Office of Academic records". *AU Bulletin*

Excused Absences
"Excuses for absences due to illness are granted by the teacher. Proof of illness is required. Residence hall students are required to see a nurse on the first day of any illness which interferes with class attendance. Non-residence hall students should show written verification of illness obtained from their own physician. Excuses for absences not due to illness are issued directly to the dean's office. Excused absences do not remove the student's responsibility to complete all requirements of a course. Class work is made up by permission of the teacher". *AU Bulletin*

The above Andrews University policy is for students in other AU programs. **The Andrews University policy for the Doctor of Ministry program is that no absences are granted from intensives other than for deaths in an immediate household or for hospitalization.**

Academic Integrity

"In harmony with the mission statement (p.18), Andrews University expects that students will demonstrate the ability to think clearly for themselves and exhibit personal and moral integrity in every sphere of life. Thus, students are expected to display honesty in all academic matters.

Academic dishonesty includes (but is not limited to) the following acts: falsifying official documents; plagiarizing, which includes copying others' published work, and/or failing to give credit properly to other authors and creators; misusing copyrighted material and/or violating licensing agreements (actions that may result in legal action in addition to disciplinary action taken by the University); using media from any source or medium, including the Internet (e.g., print, visual images, music) with the intent to mislead, deceive or defraud; presenting another's work as one's own (e.g. placement exams, homework, assignments); using material during a quiz or examination other than those specifically allowed by the teacher or program; stealing, accepting, or studying from stolen quizzes or examination materials; copying from another student during a regular or take-home test or quiz; assisting another in acts of academic dishonesty (e.g., falsifying attendance records, providing unauthorized course materials).

Andrews University takes seriously all acts of academic dishonesty. Such acts as described above are subject to incremental discipline for multiple offenses and severe penalties for some offenses. These acts are tracked in the office of the Provost. Repeated and/or flagrant offenses will be referred to the Committee for Academic Integrity for recommendations on further penalties. Consequences may include denial of admission, revocation of admission, warning from a teacher with or without formal documentation, warning from a chair or academic dean with formal documentation, receipt of a reduced or failing grade with or without notation of the reason on the transcript, suspension or dismissal from the course, suspension or dismissal from the program, expulsion from the university, or degree cancellation. Disciplinary action may be retroactive if academic dishonesty becomes apparent after the student leaves the course, program or university

Departments or faculty members may publish additional, perhaps more stringent, penalties for academic dishonesty in specific programs or courses".   *AU Bulletin*

Emergency Protocol

Andrews University takes the safety of its student seriously. Signs identifying emergency protocol are posted throughout buildings. Instructors will provide guidance and direction to students in the classroom in the event of an emergency affecting that specific location. It is important that you follow these instructions and stay with your instructor during any evacuation or sheltering emergency.

Dr. Allan R. Walshe
Current ministry emphasis—Discipleship and Biblical
Spirituality

Brief summary of ministry:
Local pastor—3 different conferences
Conference Departmental Director: Various Departments
Union Departmental Director: Various Departments
Conference President: South Pacific Division
Union President: South Pacific Division
University Teaching Professor: Andrews University
Chair: Department of Discipleship and Religious Education,
Seventh-day Adventist Theological Seminary, Andrews University