

PT 5100 (01) Spiritual Formation for Ministry

Hudson, Ohio

Sept. 28, 29, 2018

Oct. 26, 27 2018

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Moodle Key (password): "PT 5100"

Catalog Description of PT 5100

For fruitful Christian ministry, it is vital to know oneself and to know God. This course helps students to gain a biblical-theological understanding of how one grows in the knowledge and grace of God through Jesus Christ. This course also helps students to understand themselves better for reflection on their vocational goals. Specifically, students will: 1) understand and engage in a biblical theology of spiritual formation and sanctification, 2) explore the importance of self-care in ministry in regard to oneself and one's family, 3) with the help of assessment instruments and a personal narrative, reflect on their own strengths, weaknesses, and personalities as they pertain to vocational ministry and, 4) develop a Personal and Professional Development Plan.

Course Learning Outcomes

In dependence upon God, and with the due diligence of students and faculty, students will:

- The student will understand better how they grow and mature in Christ, especially how spiritual disciplines/spiritual practices/means of grace have a place in the spiritual life with a special focus on prayer. (How do I grow?)
- The student will be conversant with how to think about philosophy of ministry, models of ministry and models of pastoral ministry (What is the shape of ministry?)
- Value self-knowledge, reflecting on God's providential work in their lives to the present and, through various assessments, gain a deeper and more refined sense of their personal characteristics (gifts, talents, temperament, weaknesses, etc.), applying this knowledge to their vocational aspirations. (What is my history and what should I do with my life?)
- Develop a *Personal and Professional Development Plan* for their spiritual and ministry formation.
- Begin to formulate a Philosophy of Ministry and become familiar with the dominant models of ministry/pastoring prevalent in American ministry

Course Texts

- Willard, Dallas. *The Spirit of the Disciplines: Understanding How God Changes Lives*. HarperOne, 1990. (276 pp.) ISBN: 978-0060694425 (any version of this text would do)
- Calhoun, Adele Ahlberg. *Spiritual Disciplines Handbook: Practices that Transform Us (revised and expanded version)* InterVarsity Press, 2015. ISBN 978-0-8308-4605-4
- Scazzero, Peter. *Emotionally Healthy Spirituality*. (Zondervan, 2006) ISBN 978-0-310-34246-5

Recommended Texts (but not required)

- Foster, Richard J. *Streams of Living Water: Essential Practices of the Six Great Traditions of the Christian Faith*. HarperCollins, 2001. ISBN-13: 978-0-06-062822-2
 - Willimon, William H. *Calling and Character: Virtues of the Ordained Life*. Abingdon Press, 2000. ISBN: 978-0687090334
 - Keller, Timothy. *Prayer: Experiencing Awe and Intimacy with God*. New York: Penguin Books, 2016. (323 pp.) ISBN: 978-0-14-310858-0 (pbk)
 - Burns, Bob, Tasha Chapman, and Donald Guthrie. *Resilient Ministry: What Pastors Told Us About Surviving and Thriving*. Downers Grove, IL: InterVarsity Press, 2013.
 - Macchia, Stephen A. *Crafting a Rule of Life*. Downers Grove, IL: InterVarsity Press, 2012.
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- (if you have already read any of the course texts, alternatives should be arranged)*

Course Requirements

Assessments and the Personal Profile 10 % of Course Grade

Personal Profile (hard copy) due on first class session, Sept 28, 2018

The following assessments should be completed by the first class session and used to fill out your *Personal Profile* which will be submitted as a hard copy during the first class session. **How to access these assessments is explained in the Moodle document *Assessments and Where to Find Them*. Accessing the Moodle site is necessary for completing the course. Our Administrative Assistant, Tammy Phagan, will provide you the Moodle key (password) at least two weeks before the first class session or two weeks before the Personal Profile is due. If you have trouble accessing any assessment instruments contact The Office of Supervised Ministry (847.317.8030) to get help. If you register for the course less than two weeks before it starts you will need to email Tammy Phagan at tphagan@tiu.edu to request the Moodle key. All e-mail communication for this course will be sent to you via your official TIU e-mail account.** Please note that there is a \$73 lab fee charged to your student account when you register for this course that pays for the assessments that cannot be accessed directly from the vendor.

1. **16 Personalities** (If you have taken the 16 Personalities previously or have taken the Meyers-Briggs Type Indicator (MBTI) or the Keirsey Temperament Sorter II), you can simply insert your four-letter temperament type (i.e., INTJ, ESFP, etc.) in your Personal Profile and not take this assessment. The 16 Personalities website will email your results to an email address of your choice on your temperament type that is quite helpful, however, the course Moodle site has ministry-focused readouts for each of the temperament types that should be downloaded by you according to your temperament type. You can only download two temperament type readouts. This assessment is found on the vendor's website (see "Assessments and Where to Find Them" document on Moodle). Note that *16Personalities* adds a fifth letter after a hyphen to your temperament type. Do not include the fifth letter on your Personal Profile, but we would like the percentages for the first four letters.
2. **EQ-i 2.0 (emotional intelligence)** The results from your EQ-I 2.0 will not be sent directly to you from the vendor. The Office of Supervised Ministries will send the results to you. This assessment is taken on the vendor's website after you have the access code (see "Assessments and Where to Find Them" document on Moodle).

3. **CQ (cultural intelligence)** If you are registered for the course, about one to two weeks prior to the start of the course you will receive an invitation from the CQ Portal inviting you to take the assessment. Your link will only be valid for one assessment. (see "Assessments and Where to Find Them" document on Moodle)
4. **The IDAK Talent Discovery Guide** is a natural talent assessment. This assessment is taken on the vendor's website (see "Assessments and Where to Find Them" document on Moodle)
5. **Clifton StrengthsFinder** is another talent assessment that can be purchased for about \$20. If you have taken the *StrengthsFinder* in another context please put your 5 signature talents on your Personal Profile. The *StrengthsFinder* is required and can provide valuable insights. It can be taken at <https://www.gallupstrengthscenter.com/> (see "Assessments and Where to Find Them" document on Moodle)
6. Descriptions of Spiritual Gifts is not an assessment per se but gives a rich description of the spiritual gifts listed in Scripture (noting some of the range of viewpoints on various gifts). The student self-selects the 3-5 gifts most present in their life and ministry. This is a document on the Moodle site

There are additional, **OPTIONAL** assessments that can assist in giving you feedback but are not required to complete the course. The optional assessments are:

1. *Christian Character Survey* (Class Moodle site)
2. *Christian Disciplines/Practices* (Class Moodle site)
3. *Skills Inventory* (Class Moodle site)

The **Personal Profile** template found on the course Moodle site summarizes the crucial data from your assessments on a few pages that your professor will use to give feedback to you. Note that each section of the *Personal Profile* corresponds with results from a specific assessment instrument (identified in parentheses). Note also that some of the latter sections of the *Personal Profile* are for **optional** assessments and therefore can be left blank without penalty.

Lifeline Narrative (25% of the course grade)

Due Oct. 29, 2018

The *Lifeline* narrative summarizes the providential work of God in your life up until the present. It is generated by following the guideline provided in *Lifeline: An Exercise in Spiritual Biography* found in the course Moodle site. That document outlines the process for writing your *Lifeline* narrative. Your narrative should be between **6-8 pages** in length (double spaced, 12 pt. font, and standard margins). Points will be deducted for going over 8 pages in length.

Be sure to include in your narrative insights from Dr. Robert Clinton's Emergent Leadership Theory (Phase(s) for each chapter, Boundary Conditions when they can be identified, and Processing Items as they occur in your narrative).

Readings Quizzes (10 % of the course grade) As scheduled by professor in class

The course schedule gives reading assignments for each class session. It will be assumed that the assigned readings for that date will be completed **prior** to the class session so that Dr. Sell can assume familiarity with the content of the assigned readings. On at least one occasion (or more often) a surprise quiz will happen during the class session covering cumulatively the content of the class assigned readings up to that point in the course. There will be **no make ups** for missed quizzes so it does behoove the student to be in all class sessions. The quizzes help reinforce class attendance and careful reading of the course texts.

Spiritual Practices/Disciplines Log (15% of course grade) Due Oct. 29, 2018

You will be exposed to a variety of spiritual practices/disciplines during this course that are designed to help you

deepen your relationship with God and with others. The course text *Spiritual Disciplines Handbook* is especially helpful for exploring spiritual practices/disciplines and giving both theological foundations and concrete ideas for engaging these spiritual practices/disciplines. Each student must engage one spiritual practice/discipline per week and to do that spiritual practice/discipline at least five times during that week. At the end of the week the student will fill out the Spiritual Practices/Disciplines Log indicating 1) the **number of times** the practice/discipline was engaged during the week; 2) the **challenges** you discovered when you engaged the spiritual practice/discipline; 3) the **benefits** to your relationship with God and others that were derived from engaging the spiritual practice/discipline; and 4) some concrete **insights** discovered from the week of engaging the spiritual practice/discipline (a few sentences to a paragraph). Filling out the Spiritual Practices/Disciplines Log should be done at the end of each week. For this course **four weeks** of practicing spiritual practices/disciplines is required and recorded in your Spiritual Practices/Disciplines Log. A different spiritual practice/discipline should be engaged for each of those four weeks. The Spiritual Practices/Disciplines Log can be found on the Course Moodle site and filled out weekly.

Family of Origin “Ten Commandments” (15% of the course grade) Due Oct. 29, 2018

Our family of origin has a great forming and deforming impact on our emotional and spiritual development. We want you to write the “Ten Commandments” of your family of origin helping you to identify the messages about “how life works” that were taught and more importantly modeled by your family of origin. An example of this process can be found in chapter five of *Emotionally Healthy Spirituality*. The family commands can be positive and uplifting or inaccurate and distorting. The goal is for you to be honest and accurate about what was taught, modeled, and the values that were rewarded and punished in your family of origin. You need to identify 5-7 commandments conveyed by your family of origin from the categories listed below. Do not give the “sugar-coated” version of what your parents said and more importantly did and valued. The values were probably conveyed more by what was rewarded and punished than what was said. However, there are often sayings and expressions that convey the family folk wisdom about “the way life works.” I would suggest that you talk to siblings and others who observed your family life to get their input about what was taught and conveyed by the way your family functioned. Take this assignment very seriously because many of these messages are impacting your life for better or for worse today and in the future. Articulate the family “Commandments” in clear and concise statements and then offer at least a paragraph for each about how you would evaluate their accuracy as a Christian and how they impact your current behavior and attitudes. Submit this as a paper of no more than 5 pages in length

Money (It’s importance and uses)

Conflict (How should it be expressed and handled)

Sexuality (Its importance, expression and boundaries)

Grief and Loss (How should it be acknowledged and expressed)

Expressing Anger (How and by whom should it be expressed)

Family (Its importance, structure, and obligations you owe to the family)

Relationships (Who can you trust and be open with)

Attitudes Towards Different Cultures (Who do you exclude and who do you embrace)

Success and Worth (What constitutes “success” and how does it impact your sense of worth)

Worth (What makes you worthwhile and what do you have to do to be deemed worthwhile)

Feelings (Of what value are emotions and how should they be expressed)

Sample “Commandments”

“You have been given a lot so we expect a lot out of you”

“Over-prepare and over-work so that you cannot be accused of being incompetent”

“Pursue work that fits you and makes the world a better place”

“You can be anything you want to do if you work hard enough at it”

“It is far more important to talk about what we think than what we feel”

“Men should be rational and controlled, but women are allowed to be emotionally expressive”

“Study hard, get into a good school, make lots of money so that you are successful”

“Anger is a sin and thus should never be expressed”

“First-born males are more important than all their siblings”

“Family is more important than anything else”

“What happens in the family, stays in the family”

“We should always portray the ideal Christian family image to the outside world”

(See also the samples from *Emotionally Healthy Spirituality*, p. 99-100)

Discussion and Prayer Groups (10% of the course grade) As professor schedules them during class sessions

The class will be broken into groups of 3-4 students for discussion and experiencing some spiritual practices/disciplines together in the class session. These group activities may occur anywhere in the class session and provide a workshop dynamic to the class. Attendance and participation will be noted for the group activities and will factor into the course grade.

Personal and Professional Development Plan (15%)

Due Oct. 29, 2018

This document is in many ways the capstone experience of this course and required to pass the course. Taking insights gained from the assessment instruments, spiritual practices/disciplines and discussions, prayer, course readings and lectures you are to sculpt four goals (one for each of the four *M.Div. Outcomes* described on the course Moodle site) using the *PT 5100 Goals and Development Plan Template* found on the course Moodle site. Those taking PT 5100 for programs other than the M.Div. can select goals without reference to the *M.Div. Outcomes*. M.Div. students must post these goals to their TaskStream portfolio.

By Monday October 29, 2018, the student will submit an email to intern@tiu.edu with the subject line “PT 5100 Fall 18 Hudson” with the following attachments made to this single email in .doc or .pdf format

- Your Personal Profile (resubmission)
- Your *Lifeline Narrative*
- Your Spiritual Practices/Disciplines log
- Your Family of Origin Ten Commandments
- Personal and Professional Development Plan

Course Expectations

- **Attendance and Late Penalties**

Given the nature of the class, attendance and active participation is expected. In the case of an unforeseen emergency, please email the professor to request an extension.

- **Computer Use Statement**

Students may use computers in class under the conditions that they use the computer only for purposes related to the course that day. All programs such as internet use, solitaire and other games, email, and any others not related to the course should not be open during class time. Such programs cause unnecessary distraction for you and those sitting around you in the class. If the professor suspects or confirms inappropriate computer use, it can negatively affect your final course grade.

- **Academic Dishonesty and Plagiarism**

The community at TIU promotes a commitment to integrity in all areas of life. In the cases of breaches of academic honesty such as plagiarism or cheating on examinations, the matter will be reported to the Dean/Associate Dean of Students. Students should be advised that normally in cases of academic dishonesty or plagiarism the penalty will be a “0” for the assignment and an “F” for the course. For the full policy, please see the *TEDS/TGS Student Guide*}

- **Course Extensions**

Course extensions may not be granted by the professor past the final day of exam week in a given

semester, and are only granted for very exceptional reasons. Request for course extensions must be made to the Dean of Students office. Grades of “incomplete” are not granted at TEDS.

- **Students with Disabilities**

In compliance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 (ADA), it is policy of Trinity Evangelical Divinity School to provide appropriate and reasonable accommodations, or academic adjustments, and services to students with a documented disability to help ensure and equal educational opportunity. Students seeking these services should contact Jana Holiday, Associate Dean of Students, at the earliest possible time with supporting documentation. If you believe you might have a disability that negatively impacts your educational performance, but have never been diagnosed, you are encouraged to meet with Jana Holiday to discuss your needs. You can contact her at jrholiday@tiu.edu or 845-317- 4063

Class Schedule

Readings Codes; (W) = Dallas Willard, *The Spirit of the Disciplines*; (S) = Peter Scazzero, *Emotionally Healthy Spirituality*; (C) = Adele Ahlberg Calhoun, *Spiritual Disciplines Handbook*; (M) = a document that can be found on the course Moodle site

Date	Topic(s)	Assignments / Reading Due/Moodle Resources
Pre-Course	<p>All Assessments (16 Personalities, EQ-I 2.0, CQ Cultural Intelligence, IDAK Talent Discovery Guide, and the Clifton StrengthsFinder) must be completed</p>	<p>Completed prior to first class session.</p> <ul style="list-style-type: none"> -Assessments and Where to Find Them (M) -Personal Profile (M) -Spiritual Practices/ Disciplines Log (M) -Christian Character Survey (OPTIONAL) (M) -Skills Inventory (OPTIONAL) (M) -Clifton StrengthsFinder Quick Reference Card) (M) <p>Bring the results from your assessments to class sessions.</p> <p>- BRING A HARD COPY OF YOUR COMPLETED PERSONAL PROFILE FOR SUBMISSION ON THE FIRST DAY OF CLASS</p> <ul style="list-style-type: none"> -Personal and Professional Development Plans Instructions (M) -MDiv Program Outcomes (M)
Friday Sept. 28 2018 Where have I been?	<ul style="list-style-type: none"> -Syllabus and assignment review (collect <i>Personal Profiles</i>) -Assign Groups -Group Spiritual Practice/Discipline 1 -How to write a <i>Lifeline Narrative</i> -<i>The Man with the Weirdest Resume</i> The Sick Side of Leadership (PS) 	<p>S – Chapters 1-10</p> <p>C – Parts 2, 3, 5, and 7 (pages 53-98; 99-140; 183-196; 231-290) (Familiarize yourself with the spiritual disciplines in each of these parts so that you can select which spiritual disciplines to practice and to be prepared for Pop Quizzes)</p> <ul style="list-style-type: none"> -Introduction to <i>Lectio Divina</i> (M) - A <i>Map for Ministry</i> article (M) -<i>Lifeline: An Exercise in Spiritual Biography</i> (M) -<i>How to Write a Lifeline Narrative</i> (M) -<i>The Sick Side of Leadership Chart</i> (M) <p>HARD COPY OF PERSONAL PROFILE DUE</p>
Sat. Sept. 29 2018 What is the shape of ministry?	<ul style="list-style-type: none"> -Debrief the Sick Side of Leadership (PS) -Group Spiritual Practice/Discipline 2 - - Robert Clinton’s Emergent Leadership Theory (PS) -Life of Joseph (PS) -How to write a Philosophy of Ministry paper using modified Frankena’s Model -What is the Mission? (Box A) -Sample Profile of a Disciple with Levels (Box C) -Current Models of Pastoral Ministry (Box E) -Current Models of Pastoral Leadership -Moving towards Missional (the two triangles) 	<ul style="list-style-type: none"> -Robert Clinton’s Emergent Leadership Theory Formula (M) -Robert Clinton’s Leadership Emergence Chart (M) -<i>Life Story of Joseph Chart</i> (M) - Robert Clinton’s Emergent Leadership Theory PowerPoint (M) - Dr. Sell’s Modification of Frankena’s Analytical Model PowerPoint (M) -How to write a Philosophy of Ministry paper -Sample Philosophy of Ministry paper - “Profile of a Maturing Disciple” Document (M) - Profile of a Disciple Diagram (M) - Divine-Human Dialog Diagram (M) - The Mission PowerPoint (M) - Moving Towards Missional PowerPoint (M) - Contemporary Models of American Ministry Chart (M) - Models of Pastoral Leadership Chart (M)

<p>October Friday Oct. 26 2018</p> <p>How do I grow?</p>	<p>-Group Spiritual Practice/Discipline 3 The Theology of Sanctification (Rom. 6-8)</p> <ul style="list-style-type: none"> • Union with Christ (Identity) • Reckoning/Meditation • Practices/Disciplines • Warfare <p>-Theology and Practice of Prayer</p>	<p>W – chapters 1-11 C- Parts 1, 4, 6, (pages 27-51; 183-196; 231-289) (Familiarize yourself with the spiritual disciplines in each of these parts so that you can select which spiritual disciplines to practice and to be prepared for Pop Quizzes) -<i>Theology of Spiritual Disciplines</i> (M) - Justification, Sanctification and Glorification Diagram (M) -Union with Christ PowerPoint (M)</p>
<p>Sat. October 27 2018</p> <p>What should I do with my life?</p>	<p>-Group Spiritual Practice/Discipline 4 (Assessments: -Temperament -Natural Talents -Emotional Intelligence -Cultural Intelligence -Theology of Work and Calling</p>	<p>- Temperament PowerPoint (M) - Ministry-Focused Temperament Readouts (M) - Descriptions of Spiritual Gifts (M) - Natural Talents PowerPoint (M) - Gifts, Talents, and Temperament in Pastoral Ministry (M) - Emotional Intelligence PowerPoint (M) - Dimensions of Cultural Intelligence (M) - CQ PowerPoint (M) - Theology of Work and Calling PowerPoint (M)</p>
<p>Monday October 29 2018</p>	<p>Final Assignments submitted. Attached to a single e-mail to intern@tiu.edu you should send as separate attachments your <i>Lifeline Narrative, Spiritual Practices/Disciplines Log, Family of Origin “Ten Commandments”, Personal Profile (resend) and your Personal and Professional Development Plan. Do not send partially completed work. Wait until all assignments are done before you send them.</i> <i>Time stamped by midnight of due date is considered “on time”</i></p>	

