



DR 902 CO
Ministry in Context
Fall, 2016
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I. COURSE DESCRIPTION

In this seminar, students examine the practice of ministry through the Church in the world, in light of the theological foundations of ministry. Special emphasis is given to the careful study of one's ministry context, planning and implementing ministry, conducting research in ministry, and evaluating effectiveness in ministry. *REQUIRED. Three hours credit.*

II. COURSE LEARNING OUTCOMES

The Seminary Mission Statement affirms "Erskine Theological Seminary supports the Mission of God in the world by educating, from a Biblically Reformed perspective, persons for service in the Christian Church." (*ETS 2015-16 Catalog*, p. 2) The focus in this course is on enabling Doctor of Ministry students to engage in this ministry with more intentionality and with discernment as to how the minister, God, the church, and the world are involved in specific acts of ministry. Furthermore, the emphasis on evaluating effectiveness in ministry can help the student be a more responsible steward of what God has entrusted to him/her. A course like this which centers in attempting to discern what God is doing in a ministry setting and which seeks to sharpen skills in bringing about responsible stewardship is a clear expression of the Seminary's Mission Statement.

More specifically, by the end of this course, the student should be able to:

1. Describe his/her ministry in Biblical/theological terms. **(DMINSLO 1a, b)**
2. Analyze his/her ministry context. **(DMINSLO 1c)**
3. Plan, implement, and evaluate a ministry project that responds to specific needs within his/her ministry context. **(DMINSLO 2a, b, c, d)**

III. REQUIRED TEXTBOOKS AND LINKS

Each student is required to purchase or *find access* in a library to the following books for the course. Note: Five books with asterisks are essential to the classes and writing of papers. The others are helpful for preparing your final project. Consider if you can access the others or find them on loan in the library. Some items can be found at the Alban Institute at Duke Divinity School for free.

Note: This is a reading-intensive course. Some of the textbooks should be sought at libraries or through used dealers.

*Bolman, Lee G., and Terrence E. Deal. *Reframing Organizations: Artistry, Choice, and Leadership*, 4th ed. Hoboken, NJ: Wiley, 2013.

Cahalan, Kathleen A. *Projects That Matter*. Bethesda, MD: The Alban Institute, 2003. ISBN 1-5669-9276-1

*Carson, D. A. *Christ and Culture Revisited*. Grand Rapids, MI: William B. Eerdmans Pub., 2008.

*Douglass, Philip D. *What Is Your Church's Personality? Discovering and Developing the Ministry Style of Your Church*. Phillipsburg, NJ: P & R Pub., 2008.

Fink, Arlene. *How to Conduct Surveys*, 5th ed. Thousand Oaks, CA: Sage Publications, 2012. ISBN 978-1452203874

*Milton, Michael A. *Finding a Vision for Your Church: Assembly Required*. Phillipsburg, NJ: Presbyterian and Reformed, 2012.

*Volf, Miroslav. *A Public Faith: How Followers of Christ Should Serve the Common Good*. Grand Rapids, MI: Brazos Press, 2011.

In addition, the student will need to access:

Campbell, Joseph. "The Hero's Journey: Stanford University Education." YouTube. February 15, 2011. Accessed June 21, 2016. <https://www.youtube.com/watch?v=KGV1BvnyvGo>.

Turabian, Kate L. *A Manual for Writers of Term Papers, Theses, and Dissertations*, 8th ed. Chicago, IL: University of Chicago Press, 2013.

"Alban at Duke Divinity School." The Alban Institute at Duke Divinity School. Accessed June 21, 2016. <https://alban.org/>.

As a convenience, the seminary has a [bookstore portal](#) of the website.

There you will find links to familiar vendors and can check availability of texts, compare prices, and place orders. The ETS SBA will receive a modest percentage of the profits from students' and professors' purchases through this portal. The Erskine Campus Bookstore will carry a limited number of copies of every required text and orders for books can be placed through the Campus Bookstore.

Other works relating to research in ministry will be suggested in the course.

IV. COURSE LEARNING ACTIVITIES

- A. **Students must attend every class meeting.** If a student must be absent for all or part of a session, he/she is responsible for all work done and due for that session. Normally, a student who misses all or part of a session will be required to do additional work. This must be negotiated with the professor. **A student who misses more than a total of one session will not pass the course.**
- B. Students must be adequately prepared for each class session. Adequate preparation consists of completion of all reading and/or writing assignments for that day. The format of this course will largely be lecture/discussion with some small-group work. It is imperative that each student be adequately prepared in order to participate in an intelligent manner in classroom discussions.

- C. The major paper in this course is the design and implementation of a ministry project in the student's own setting. This project should arise out of the student's current ministry context and should be responsive to some aspect of it. This project is to be planned **and** actually carried out during the course. Thus, it is crucial that the student begin working on this project and paper from the very beginning of the course. This paper will be the culmination of a semester-long effort where the student will be guided to produce parts of it in increments. **A detailed guide-sheet is provided for this paper.** The paper will be evaluated on the basis of form as well as content. The finished copy of this paper is due no later than **December 11. (CLOs 2 and 3)**
- D. **Three other shorter pieces of work will be required of the student.** See the **COURSE OUTLINE** for the descriptions and due dates for each of these other papers. Instructions and guide-sheets for these papers are in this syllabus. Papers #1 and #2 accomplish **CLO 1** while paper #3 accomplishes **CLO 2**. Paper #4 accomplishes **CLOs 2 and 3**.
- E. Students will be given short, informal research-type assignments on which to report back to the group. There may also be some in-class writing assignments.
- F. All work must be submitted on time. **Work that is turned in late may be penalized at least one letter grade.** The professor reserves the right to reject any work that is excessively late.
- G. All papers must be typed/processed (twelve-point font, double spaced, one inch margins) and fully documented, following the standards in Turabian, 8th edition (specific bibliographic information on Turabian given above). The student is encouraged to locate the Seminary's simplified documentation requirements in "Style and Form Standards" (Erskine Seminary) which is available on the website.
- H. The student is encouraged to keep a loose-leaf notebook or some kind of file for this course for reading notes, hand-outs, items of bibliography, etc. This course is foundational to the rest of the student's course work in the D. Min. program. The student's notebook, if done well, may provide him/her with valuable materials for future work in the D. Min. program as well as in his/her ministry.

V. SEMINARY POLICIES

1. Students need to be aware of several Seminary policies which are pertinent to this class. To familiarize oneself with these policies, the student should go to the Erskine website: [Resources](#).
2. Students are encouraged to make use of the [Write Here Center](#) for improved writing skills. Students may find here the [Erskine Theological Seminary Writing Rubric](#) by scrolling down to the Writing Assessment Rubric and download.

VI. CLASS MEETING DATES

This course will meet from 9:00 a.m. to 5:30 p.m. on the following days:

Session 1: Monday, September 12, 2016

Session 2: Monday, September 26, 2016

Session 3: Monday, October 3, 2016

Session 4: Monday, October 17, 2016

Session 5: Monday, December 5, 2016

VII. EVALUATION

The Seminary grade scale (ETS 2015-16 *Catalog*, pp. 40-41) will be used. The student's final grade will be calculated as follows:

Paper #1	=	20%
Paper #2	=	20%
Paper #3	=	20%
Major Paper	=	<u>40%</u>
		100%

Sessions 1 and 2

ASSIGNMENT FOR SESSIONS 1 AND 2 (readings should be completed prior to class)

1. Read Milton, *Finding a Vision* in its entirety. Begin reading Douglas, *What is your Church's Personality*. Begin reading Bolman and Deal, *Reframing Organizations*.
2. **Paper # 1 is due by Session 2.** This paper should be no more than 8-10 pages (double-spaced) where the student (a) briefly summarizes the basic thesis of the book (either Milton or Douglas) and (b) describes specific ministry issues raised in the book that are relevant to the student's current ministry. Conclude the paper with an assessment of the value of this book for the current practice of ministry.

Topic: *Defining an Act of Ministry in Light of the Kingdom of God*

Course requirements, goals, procedures, etc.

- I. **A Basic Review of Erskine's Doctor of Ministry Program**
 - A. The foundational courses and their relations to one another
 - B. The rubrics of Norms, Functions, Contexts
 - C. The project/dissertation
 - D. The relationship between DR 902 and the project/dissertation
- II. **Reflections on the Practice of Ministry**
 - A. Ministerial Life Cycle (see Milton, Michael A. "A Pastoral Life Cycle: Based upon the Biblical Record of St. Paul's Ministry." Faith for Living, Inc. May 21, 2015. Accessed June 21, 2016. <http://michaelmilton.org/2015/05/21/a-pastoral-life-cycle-based-upon-the-biblical-record-of-st-pauls-ministry/>)
 - B. Diagnoses and Treatment of Pastoral Ministry in Context (readings in 1 and 2 Timothy)
 - C. Analysis of *Finding a Vision for Your Church* and Douglas, *What is Your Church's Personality*
- III. **Ministry in Context: Theology of the Kingdom of God**
- IV. **Ministry in Context: Theology of the City of Man**

V. Ministry in Context: Insights and Guidance from the Pastoral Epistles

- A. Diagnoses
- B. Treatment

ASSIGNMENT FOR SESSION 3:

1. Completed Reading Bolman and Deal, *Reframing Organizations*.
2. Begin reading Miroslav Volf, *A Public Faith* and Carson's *Christ and Culture Revisited*.
3. Refer to Nancy T. Ammerman, Jackson W. Carroll, Carl S. Dudley, and William McKinney, *Studying Congregations*, pp. 7-104.
4. Refer to Kathleen A. Cahalan, *Projects That Matter*, pp. 1-29.
5. Paper # 2 is due in this session. See instructions at the back of the syllabus.

Session 3

Topic: *Understanding the Contexts of Ministry*

VI. Identifying the Contexts of Ministry

1. Introducing Bolman and Deal, *Reframing Organizations*
2. Applying the Frames
 - i. Structural
 - ii. Human
 - iii. Political
 - iv. Symbolic
3. Interpreting a context of ministry
4. Interpreting the context of culture
 - i. Analysis of Miroslav Volf's public theology

- A. Continue reading Bolman and Deal; Volf (if you are not finished, complete the readings by the conclusion of the semester)
- B. Refer to Nancy T. Ammerman, Jackson W. Carroll, Carl S. Dudley, and William McKinney, *Studying Congregations*, pp. 7-104; 196239.
- C. Refer to Kathleen A. Cahalan, *Projects That Matter*, pp. 1-29.
- D. Paper # 2 is due in this session. See instructions at the back of the syllabus.

Session 4

Topic: *Understanding the Structures of Ministry*

VII. The Process of a Ministry Setting

- A. Introduction
- B. Basic definitions of process
- C. Formal vs. informal process
- D. Signs of broken process
- E. Process and the life cycle of a congregation
- F. Process and conflicts

VIII. The Program of a Ministry Setting

- A. Introduction
- B. How program relates to process, culture, and identity
- C. Basic issues of program analysis
- D. Program needs assessment
- E. Program evaluation and the crucial issues that must be faced

IX. The Resources of a Ministry Setting

- A. Introduction
- B. Membership resources
- C. Commitment resources
- D. Financial resources
- E. Capital resources
- F. Physical and space resources

X. The Leadership in a Ministry Setting

- A. Introduction
- B. Current models of leadership
- C. New Testament images of church leaders

- D. Servant-leadership
- E. Is servant-leadership a possibility?

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ASSIGNMENT FOR SESSION 5:

1. Complete Bolman and Deal and Volf.
2. View Hero of a Thousand Faces YouTube by Stanford University: Campbell, Joseph. "The Hero's Journey: Stanford University Education." YouTube. February 15, 2011. Accessed June 21, 2016. <https://www.youtube.com/watch?v=KGV1BvnyvGo>.
3. Refer to Nancy T. Ammerman, Jackson W. Carroll, Carl S. Dudley, and William McKinney, *Studying Congregations*, pp. 105-195.
4. Refer to Alban Institute resources: "Alban at Duke Divinity School." Alban at Duke Divinity School. Accessed June 21, 2016. <https://alban.org/>.
5. Paper # 3 is due in this session. See instructions at the end of the syllabus.

Session 5

Topic: *Effectiveness in Ministry*

XI. Evaluating an Act of Ministry

- A. Introduction
- B. The relationship between evaluation and goals
- C. Six steps to effective evaluation
 1. Focus the evaluation
 2. Create an evaluation design
 3. Collect and record data
 4. Analyze and interpret information
 5. Report and disseminate findings
 6. Revise the project's rationale
- D. Methods of evaluating an act of ministry
 1. Analyzing quantitative evidence
 2. Interviews
 3. Diaries or journals
 4. Observations
 5. Surveys

XII. The Survey as an Instrument of Evaluation

- A. Introduction
- B. What is a survey?
- C. Types of surveys
 - 1. Surveys to establish program needs
 - 2. Surveys to evaluate programs
 - 3. Surveys for research
- D. Surveys and interviews
- E. The form of the survey
- F. Practical concerns about surveys
- G. The analysis of survey data
- H. The presentation of survey results

XIII. Writing Up a Ministry Project

- A. Introduction
- B. The *Hero's Journey* Motif and Worldview motif: Creation, Fall, Redemption
- C. Basic matters of form
 - 1. The use of secondary literature
 - 2. Structure and organization
 - 3. Outline of contents
 - 4. Documentation (footnotes)
 - 5. Bibliography
 - 6. Appendices
- D. Basic matters of style
- E. Practical exercises in writing for form and style

ASSIGNMENTS TO COMPLETE

1. Read Arlene Fink, *How to Conduct Surveys*, in its entirety.
2. Read Kathleen A. Cahalan, *Projects That Matter*, pp. 31-95.
3. Complete Bolman and Deal and Volf.
4. The student should review the seventh edition of Kate L. Turabian, *A Manual for Writers of Term Papers, Theses, and Dissertations*. Specifically, careful attention should be given to acceptable forms for footnotes, bibliography, tables of content, and headings/subheadings. Review Turabian regarding Part XIII above.

FINISHED COPY OF MINISTRY PROJECT IS DUE NO LATER THAN DECEMBER 11.

GUIDE-SHEET FOR PAPER # 2

1. This paper should not be more than 10 pages in length. Its purpose is to enable you to describe some aspect of your current ministry in Biblical and theological terms in light of the discussion in Session 1 of the course.
2. **DIAGNOSE:** First, describe the functions involved in this aspect of your ministry. For this practice of ministry, are you primarily using your skills as a preacher, teacher, administrator, care-giver, etc.? Is it a combination of several functions? Is there one function or skill that is dominant over the others? The purpose of this part of the paper is to enable you to look at specific skills that are involved in this particular ministry experience
3. **REFLECT:** Second, reflect on this practice theologically. How are God, the minister, the church, the world, and the tradition involved in it? What kind of interplay exists among these agents in this ministry? In other words, how is this ministry in which you are engaged a distinctly theological activity?
4. **VERBATIM:** Third, describe a recent event in this aspect of your ministry that occurred where the interplay of all of the above took place. As you think about this event, what really took place? How did God use you to bring about ministry?

GUIDE-SHEET FOR PAPER # 3

1. Use the suggestions below as a guide. You may need to modify them to fit your own ministry setting. The purpose of this assignment is to enable you to get at the ecology, culture and identity of your ministry setting.
2. Review the discussion of a congregation's ecology, culture, and identity in Nancy T. Ammerman, et. al., *Studying Congregations*, pp. 23-104; 196-239.
3. In your own words, what is meant by a congregation's ecology?
4. For your own ministry setting, use one of these methods to get at its ecology:
 - a. Construct a congregation time line
 - b. Conduct a space tour
 - c. Explore members' network maps

- If possible, involve one or more other people from your ministry setting to help you do the one you choose. Based on the method you choose, describe the ecology of your ministry setting in as detailed a fashion as you can. Did you learn anything that surprised you? In what ways is your understanding of your current ministry setting clearer to you than it was before?
5. Describe as accurately as you can the demography of your ministry setting.
 6. What is the predominating frame at your church or ministry (See Bolman and Deal). What is the personality (see Douglas)? How can you incorporate a Biblical-theology vision for the context (see Milton, *Finding a Vision*)?

As best as you can, describe what you perceive to be the various cultural worlds of your ministry setting. Is one dominant over the others? What conflicts or tensions, if any, exist because of these varied cultural worlds?
 7. Describe the culture and identity of your ministry setting by examining the following aspects of its life: (Review Nancy T. Ammerman, et. al., *Studying Congregations*, pp. 84-102; Deal and Bolman frames).

Illustrate your description of the culture and identity of your ministry setting with at least one concrete example.
 8. Describe what things you see need to be changed about the culture and identity of your ministry setting. Why?
 9. Using Figure 3.2 on page 97 of *Studying Congregations*, plot the dominant world-view of your ministry setting. Give concrete evidence to support your view.
 10. As you look at the ecology, culture, and identity of your ministry setting, (a) what problems, issues, tensions, conflicts, etc. exist that need to be addressed and (b) what potential ministries exist (either yours, your people's, or both) that are not being carried out?
 11. List and describe briefly the possible D. Min. projects that exist based on your study of the ecology, culture, and identity of your ministry setting.
 12. Your paper should be no more than 15 pages long, and follow the Erskine template for Turabian research papers (front page and bibliography included).

GUIDE-SHEET FOR MAJOR PROJECT

NOTE: This guide-sheet is suggestive. It is designed to give the student a general structure with which to work. The student may have to adapt certain parts of it in light of his/her own ministry setting as well as the nature of the congregational project. **The student needs to keep the length of the paper to no more than 25 pages.**

Remember that your project must be conducted and completed by the end of the course. You will need to narrow its focus to accomplish this. Your project may very well be a “small piece” of a larger project you are currently involved in or are planning to do. The project for this course may, in fact, take the form of some kind of preparation for a larger project you are planning or for the project you will use for your project/dissertation at the end of your D. Min. program.

Use the divisions below to organize and format your paper.

I. Ministry Setting

The student should describe his/her ministry setting. He/she may summarize the relevant data from the earlier paper on ministry setting ecology, culture, and identity. In particular, the student should carefully explain aspects of the ministry setting that are especially critical to the project. What particular aspects of the life of the ministry setting will this study involve?

II. The Problem, Need, Issue, Etc.

Drawing from the ministry setting, the student should describe succinctly the problem, need, issue, etc. that calls forth the necessity of this project. Typical problems, needs, issues, etc. would include:

- a. a church/group that is in severe conflict
- b. a church/group which faces a context that is rapidly changing
- c. ministry programs that are ineffective
- d. a church/group which is seeking to evangelize the community or engage in some type of community service
- e. a church/group where leaders need specialized training
- f. a church/group with no real sense of mission or purpose
- g. a church/group which needs to begin one or more new ministries

As the problem, need, issue, etc. is described, the student should discuss any unique features it has in this specific ministry context. In other words, what unique “twists” does the problem have in this particular setting? These “twists” will need to be factored into the project plan.

III. Purpose and Goals

The student should state in a succinct sentence the purpose of this project. You may complete a sentence like: “The purpose of this project is to . . .”

Related to the purpose are the goals. The purpose is an over-arching statement that is somewhat general in nature. The goals are concrete. You should have no more than two or three goal statements. Each goal statement must be measurable in some concrete fashion.

As you discuss the overarching goal of your project, describe it in terms of an act of ministry. Think about the earlier paper you have written in which you have described some part of your work as an act of ministry. In what ways does your project involve the intersections of God, the Church, the Minister, the Tradition, and the World? The intent of asking you to describe your project as an act of ministry is to help you think of your project not just in practical terms but also in theological terms.

IV. The Plan of the Project

Describe here in detail the plan you followed. Indicate the other people who were involved and show how they were involved. Explain everything in enough detail so that your reader knows exactly what you did. Your plan should include any preparatory work you did prior to carrying out the project. This might include securing necessary permissions, choosing a group, advance publicity, etc. Indicate exactly what you did in the project.

V. Evaluation

Describe the exact instruments you used to evaluate the goals of the project. Include with your paper a copy of each one. Show specifically how each instrument was designed to measure at least one of your goals.

While a survey may be a good way to measure your goals, remember that other methods of evaluation discussed in the last session. These include such things as the use of quantitative data, interviews, group discussions, observations, and journals.

Describe how you assessed the data you collected from your evaluation. Summarize the results of your evaluation. The best way to do this is to restate each goal and show to what extent your data show that the goal was met.

Describe how and to whom you will present the results of your project. This report may take the form of a written or oral report, etc.

VI. The Literature Search

List in the form of an annotated bibliography at least 12 resources that are related to your project. List the work, give bibliographic information in correct form, and write a brief summary of its contents. These resources can be books, articles, videos, etc. Include material that you actually use in the study/project but also other material that you found helpful. Preference should be given to peer-reviewed journal articles.

When you have listed the relevant sources, write a few paragraphs in which you describe how these works informed your project.