

Theological Seminary

. Andrews University

CHMN747 Christian Leadership

(6 credits)

The 2007 Cohort

Professors:

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Skip Bell is the cohort coordinator and lead teacher, guest faculty include Karen Graham, PhD, Dean of Adult Education, University College, Chapman University, and Daniel Wheeler, PhD, Professor of Leadership Studies, University of Nebraska.

The teaching intensive for the first module is March 18-26, 2007 at a site to be determined in the Washington, D. C. area. A daily schedule is available at the program web site, www.doctorofministry.com.

Course Module Description

CHMN747 Christian Leadership This module investigates principles, challenges, and practices of Christian leadership, emphasizing issues that make leadership in the context of church, education, and non-profit service organizations unique. Participants examine leadership theory and literature, consider a theology of leadership, and build the foundation for leadership development in the context of professional ministry.

The course is prepared especially for leaders and managers of church, community, education, and non-profit organizations.

Each course participant will integrate essential leadership principles and administrative practices into their context of leadership and demonstrate competencies in a portfolio of experience. Participants will share accountability for their development in peer groups that meet outside of the two week intensive.

Participants take this module with a cohort as the first in their sequence of modules in the leadership concentration.

Course Module Content

The description of content for this module is not meant to represent the learning design or form a contract for the content.

Participants will receive an orientation to the leadership concentration, explore issues such as the nature and theory of leadership, a biblical model for servant leadership, learning styles, the process of leadership development, ethics in leadership, leadership and diversity, mentoring, and form a

ministry development plan.

The competencies of the leadership concentration include a knowledge base, the six essentials listed below, and administrative skills. The knowledge base has the four following components:

- . A current understanding of leadership theory
- . A faithful theology of leadership
- . Systems thinking and organizational culture
- . Human development theory

In the process of the leadership concentration, participants will experience development in all of the following six leadership essentials. The process of understanding and demonstrating those essentials begins in the year of the first module and involves both activity within the intensive and in your learning context throughout the year. Development continues throughout the five years of the program. Those six essentials are:

- . 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

Participants in the leadership concentration also enhance administrative skills and demonstrate competency in chosen areas fitting their context. The third module in the concentration addresses selected administrative practices while expanding focus on other leadership development issues. The fourteen such administrative skills identified for the concentration are:

- . Fostering Participation
- . Facilitating Effective Planning
- . Emphasizing Quality
- . Managing Resources Responsibly
- . Communicating Effectively
- . Building Effective Teams
- . Affirming Others
- . Managing Change Well

- . Managing Conflict Effectively
- . Evaluating
- . Confronting
- . Following Through
- . Making Meetings Matter
- . Mentoring Others

The Cohort

A cohort group will form with this course module, continue together through GSEM730 Field Research for Ministry, GSEM706 Spiritual and Theological Foundations for Ministry, GSEM 790 DMin Project Proposal, CHMN760 Advanced Leadership Competencies, CHMN780 Leading and Managing the Church, and GSEM796 DMin Project. Cohort members will meet in groups between intensives and pursue projects that advance their leadership competencies. On completion, they will have completed a leadership concentration in their DMin program.

Course requirements of the cohort may be revised during the program.

See the Doctor of Ministry program planner for date and locations of future teaching intensives.

Course Requirements

I. Pre-Intensive

Pre-Intensive Reading:

A reading report and journal is due the first day of the teaching intensive for the six required pre-session titles. The journal 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. The reading report is a simple statement that you have read the required books.

Greenleaf. *Servant Leadership*. Mahwah, NJ: Paulist Press, 1977. 329 pages. (This is the original work)

Hagberg, Janet O., *Real Power*. Revised. Salem, WI: Sheffield, 1994. 266 pages.

Kouzes, James & Barry Posner. *The Leadership Challenge*. Revised, 3rd edition. San Francisco, CA: Jossey-Bass, 2003. 496 pages.

Pollard, Leslie N. *Embracing Diversity*. Hagerstown, MD, Review and Herald, 2000. 190 pages.

Rost, Joseph. *Leadership for the 21st Century*. Praeger: 1993. 220 pages.

Wheatley, M. J. (1999). *Leadership and the New Science: Discovering Order in a Chaotic World* (Second ed.). San Francisco: Berrett-Koehler.

Books can be purchased in any manner convenient to the participant. They are available through the Andrews University Bookstore - 800-385-2001. Some books are available used at the Amazon online book store.

II. The Intensive

A. Punctual attendance is required for all classes. A maximum of 10% absence of total activities is allowed.

B. Participation in class discussion, group activities, journaling, and compilation of notes is expected.

C. Formation of a Ministry Development Plan will begin during the intensive.

D. A cohort field experience will be planned for Saturday and Sunday.

III. Post Intensive

A. Journal and report the following three books in the same manner as for the pre-intensive books.

Blackaby, Richard, and Henry T. Blackaby. *Spiritual Leadership: Moving People to God's Agenda*. Broadman & Holman Publishers, 2001. 305 pages.

Cohen, Norman J. *Mentoring Adult Learners*. Malabar, FL: Krieger Publishing Company, 1995. 208 pages. (If you cannot locate this book, you may substitute *Mentor: Guiding the Lives of Adult Learners* by Laurent Daloz, published by Jossey-Bass, 1999. 248 pages.)

Weems, Lovett H. *Leadership in the Wesleyan Spirit*, Abingdon Press, 1999. 148 pages.

B. A ministry development plan of 5 to 7 pages.

C. A paper of at least 11 but no more than 20 pages will be required including these elements: 1) description of a specific ministry-embedded leadership challenge, 2) application of leadership principles to that challenge, 3) a review of relevant leadership theory, 4) research of leadership literature, 5) an account of your personal leadership experience as you approach the challenge, and 6) theological reflection. This paper is a preparation for your project proposal and the project proposal seminar.

The Andrews University Standards for Written Work, 9th Edition (or more recent edition) will provide the standards for all written work.

D. Students will participate in a minimum of three 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 December 14, 2007.

2. The first group meeting must occur on or before June 22, 2007, and review all Ministry

Development Plans from group participants.

3. The second group meeting must occur on or before September 12, 2007, and review the work of each student on their paper.

4. The third group meeting must occur on or before November 21, 2007, and review the case study done by each student.

5. Groups may meet by phone conference, face-to-face, or via electronic conference.

E. Each student will develop a plan and organization for a personal leadership portfolio. The completed portfolio is due at the end of the program and must give evidence of work-related application of the leadership principles and the administrative practices presented in the intensive. Remember that the portfolio will be prepared for submission and presentation at the completion of the program.

F. Each participant will select an effective community, business, education, or church leader, seek permission of that person to write a case study based on their experience, observe critical incident roles and behavior of the subject leader within the context of their leadership, sit for an interview of at least 35 minutes with the subject leader or an affiliate, interview a minimum of three persons who interact within the subject leader within their community, and write a 4 to 6 page case study documenting the observations, interviews, and describing specific incidents of behaviors relating to a minimum of three of the six leadership essentials.

IV. Grading

Case Study – 130 points

Reading Journals and Reports: 25 points each x 9 books - 225 points

Ministry Development Plan - 120 points,

Paper - 175 points

Portfolio Description - 50 points

Small Group Meetings – 60 (20x3)

Journal During Intensive - 40 points

Total 800 points

96 - 100% - A

93 - 95% - A-

90 - 92% - B+

85 - 89% - B

82 - 84% - B-

79 - 81% - C+

75 - 78% - C

72 - 74% - C-

Reading reports and reading journals for pre-intensive books are due the first session of the

teaching intensive, March 18, 2007. If submitted late, the work will be discounted 10%. The remainder of the assignments are due December 14, 2007.

Deferred grades will be issued if work is not submitted by December 14, 2007, and a letter grade issued when work is submitted. Late work is discounted 10%, and the subsequent best grade that can be earned is a B+.

V. Course Time Parameters and Calculations

The Doctor of Ministry program requires 60 hours of study for each semester credit. This course is six hours, so the entire course module is to require 360 hours.

The time is calculated as follows:

Ministry Development Plan 15 hours

Reading and journaling (approximately 2,500 pages) 140 hours

Intensive 70 hours

Post intensive paper 80 hours

Peer Group Attendance and Journaling 18 hours

Portfolio Organization 5 hours

Case Study 32 hours

Total 360 hours

Accommodations are made for disabilities. Students with diagnosed disabilities should request accommodation. If you qualify for accommodation under the American Disabilities Act, please see the instructor as soon as possible for referral and assistance in arranging such accommodations.

September, 2007