

**SDA Theological Seminary
Andrews University**

CHMN760 Advanced Leadership Competencies

2007 International Leadership Cohort

(5 credits)

The 2007 Cohort

March 10-18, 2008

Program Director: Skip Bell, DMin, Professor of Church Leadership, Seventh-day Adventist Theological Seminary, <mailto:sjbell@andrews.edu>

Lead Professor: Stanley Patterson, Ph.D., Adjunct Professor, Seventh-day Adventist Theological Seminary, Georgia-Cumberland Conference Vice President for Pastoral Ministries and Evangelism, <mailto:patterson.stan@gmail.com>

Stan Patterson is the cohort coordinator and lead professor.

Guest faculty: Joseph Kidder, DMin, Professor of Church Ministry SDA Seminary; David Penno, Ph.D. candidate AU Leadership program, Georgia-Cumberland Conference Evangelism Coordinator; Paul Hoover, DMin, Georgia-Cumberland Conference Ministerial Director; Jud Lake, Th.D., D.Min., Professor of Preaching and Adventist Studies, Southern Adventist University. Denis Fortin, Ph.D. Dean of the SDA Theological Seminary. Jacque Doukhan, Ph.D. Professor of Old Testament SDA Theological Seminary

The teaching intensive for the module is March 10-18, 2008 at Seminary Hall room ____, Andrews University. A daily schedule is available at the program web site, www.doctorofministry.com.

Course Module Description

This course module investigates principles, challenges, and practices of Christian leadership, emphasizing the issues that make leadership in the context of the church, education, and non-profit service organizations unique. It includes theological reflection, literature review, theory, and practical application of learning 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 course with a cohort as the part of a sequence of GSEM 706, GSEM 730, CHMN 747 (Oct 2-11, 2007), GSEM790 (Oct 14-18), CHMN 760 (March 10-18, 2008) and CHMN780 (April 10-17, 2007) to form a 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:

1. A current understanding of leadership theory
2. A faithful theology of leadership
3. Systems thinking and organizational culture
4. 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 activities within the intensive and in your learning context throughout the year. Development continues throughout the five years of the program. Those six essentials are:

1. A God-Given, Passion-stirring Shared Vision
2. Demonstrating Faith Based Hope
3. Exercising Solid Integrity
4. Courage to Challenge the Status Quo
5. Unswerving Commitment to Empowering People
6. 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:

1. Fostering Participation
2. Facilitating Effective Planning
3. Emphasizing Quality
4. Managing Resources Responsibly
5. Communicating Effectively
6. Building Effective Teams

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|----------------------------------|----------------------------|
| 7. Affirming Others | 11. Confronting |
| 8. Managing Change Well | 12. Following Through |
| 9. Managing Conflict Effectively | 13. Making Meetings Matter |
| 10. Evaluating | 14. Mentoring Others |

The Cohort

The cohort group will share this course module, continuing together through GSEM730 Field Research for Ministry, GSEM706 Spiritual and Theological Foundations for Ministry, and CHMN 780 Leading and Managing the Church Organization. Cohort members will meet in groups between intensives and pursue projects that advance their leadership competencies. On completion, the cohort members will have completed a leadership concentration in their DMin program.

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

Course Requirements

I. PRE-INTENSIVE

a. READING

A reading report and journal is due the first day of the teaching intensive for the six required pre-session titles plus the article. The journal is an informal reflection of your thoughts on each chapter as you read the book. Reflection in this context suggests a cognitive and imaginative process. Examine what you read in the article/chapter 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 other than chapter separators, and will not be graded for grammar, writing quality, etc. The reading report is a simple statement that you have read the required books.

- a. Pearce, C. L., & Conger, J. A. (Eds.). (2003). *Shared leadership: Reframing the hows and whys of leadership*. Thousand Oaks, CA: Sage Publications, Inc. ISBN: 0-7619-2624-0 (301 pages)
- b. Surowiecki, J. (2005). *The Wisdom of crowds: Why the many are smarter than the few and how collective wisdom shapes business, economies, societies, and nations*. New York: Anchor Books. ISBN: 0-385-72170-6 (281 pages)
- c. Friedman, E. H. (1985). *Generation to generation: Family process in church and synagogue*. New York: Guilford Press. ISBN: 0-89862-059-7 (309 pages)
- d. Whitworth, Laura. (2006, 2nd Edition if Available) *Co-Active Coaching*. Davies-Black Publishing. ISBN: 0891061983 (258 pages)

- e. Cosgrove, C. H., & Hatfield, D. D. (1994). *Church conflict: The hidden system behind the fights*. Nashville: Abingdon. ISBN: 0-68708-152-1 (192 pages)
- f. Morgan, T. and Stevens, T. (2005). *Simply Strategic Volunteers: Empowering People For Ministry*. Group Publishing. ISBN: 0-7644-2756-3 (232 pages)
- g. National Geographic (July 2007) article- *Swarm Theory*
<http://ngm.nationalgeographic.com/ngm/0707/feature5/> (5 pages)

Books may be purchased in any manner convenient to the participant. They are available through the Andrews University Bookstore (800-385-2001). Some used books are available 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.

III. POST-INTENSIVE

- A. READ AND JOURNAL: Journal and report the following three books in the same manner as for the pre-intensive books. Due May 1, 2008
 - a. Collins, G. (2001) *Christian Coaching*. NavPress. ISBN: 1576832821 (320 pages)
 - b. Smith, F. (1998). *The book of learning and forgetting*. New York, NY: Teachers College Press. ISBN: 0-8077-3750-X (120 pages)
 - c. Goleman, D., Boyatzis, R., & McKee, A. (2002), *Primal leadership: Realizing the power of emotional intelligence*. Boston: Harvard Business School Press. (336 pages)
- B. MINISTRY DEVELOPMENT PLAN (MDP): Prepare and edit a draft of the ministry development plan and submit for review on April 10.
- C. ADMINISTRATIVE PRACTICES REPORT:
 - Document your personal application of four administrative practices in the context of your previous ministry setting.
 - Share reflections of what you have learned about exercising this administrative practice in your leadership studies.
 - Project how your practice of the administrative skill will be different in the future as a result of your learning.
 - Provide separate three page summary journals plus attachments of your personal and specific application of a minimum of four of the 14 administrative practices listed above. Due April 10.

- D. PEER WORK GROUPS: Students will participate in a minimum of two work group sessions for peer support, reflection, and sharing of experience.
- a. A journal and attendance record of the group meetings will be required from a secretary for each group by April 10, 2008.
 - b. The first group meeting must occur on or before March 26, 2008, and review all project thesis progress of group participants.
 - c. The second group meeting must occur on or before April 8, 2008, and review the administrative practices report paper.
 - d. Since this is an on-campus cohort groups should meet face-to-face.
- E. PORTFOLIO: Continue compiling your portfolio for submission at the time you defend your project.

IV. GRADING

Reading Journals and Reports: 20 points each x 9 books	180
MDP Update points	20
Documentation of Administrative Practices	100
Small Group Meetings (30x2)	60
APA Formatted Reflective Paper	50
Journal During Intensive points	40
Total points	450

<u>A</u> :96 - 100%	<u>B+</u> :90 - 92%	<u>B-</u> :82 - 84%	<u>C</u> :75 - 78%
<u>A-</u> :93 - 95%	<u>B</u> :85 - 89%	<u>C+</u> :79 - 81%	<u>C-</u> :72 - 74%

Reading reports and reading journals for pre-intensive books are due the first session of the teaching intensive, March 10, 2008. If submitted late, the work will be discounted 10%. The remainder of the assignments is due April 10, 2008.

V. COURSE TIME PARAMETERS AND CALCULATIONS

The Doctor of Ministry program requires 60 hours of study for each semester credit. This course is five hours, so the entire course module is to require 300 hours.

The time is calculated as follows:

Ministry Development Plan	15 hours
Reading and Journaling (approximately 2,100 pages)	120 hours
Intensive	58 hours
APA Reflective Paper	39 hours
Peer Work Group Attendance and Journaling	18 hours
Portfolio Organization	10 hours

Documentation of Administrative Practices	40 hours
Total	300 hours

VI. SPECIAL NEEDS

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

VII. CHANGES TO COURSE REQUIREMENTS

Details of this course requirement document may be changed by the lead professor or program director at any time.

March, 2008