

**Theological Seminary  
Andrews University**

**CHMN760 Advanced Leadership Competencies**

(5 credits)  
The 2007 Cohort

Professors:

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Skip Bell is the cohort coordinator and lead teacher.

The teaching intensive for the module is March 23 – 31, 2009, in the Columbia Union. A daily schedule will be available at the program web site, [www.doctorofministry.com](http://www.doctorofministry.com).

**Course Module Description**

Participants continue personal and theological reflection with integration of leadership principles. Systems thinking, organizational culture, human development theory, and ecclesiology are investigated in the context of the church and leadership. The module also pursues further development and application of essential leadership practices. Practical focus on administrative skills is initiated.

**Competencies of the Leadership Concentration**

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 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:

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 and fourth modules in the concentration address 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
7. Affirming Others
8. Managing Change Well
9. Managing Conflict Effectively
10. Evaluating
11. Confronting
12. Following Through
13. Making Meetings Matter
14. Mentoring Others

## **Course Requirements**

### Pre-Session Reading:

A reading report and journal is due the first day of the teaching intensive for the four 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 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.

Morgan, T. and Stevens, T. (2005). *Simply Strategic Volunteers: Empowering People for Ministry*. Group Publishing. ISBN: 0-7644-2756-3

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

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

Whitworth, Laura. (2006, 2<sup>nd</sup> Edition if Available) *Co-Active Coaching*. Davies-Black Publishing. ISBN: 0891061983.

Post-Session Reading Due December 10, 2009 With Journals and Reports:

Munck and Others. *Harvard Business Review on Culture and Change*

Jeavons, Thomas H., and Rebekah Burch Basinger (2000). *Growing Givers' Hearts: Treating Fundraising as a Ministry*. San Francisco: Jossey-Bass. ISBN: 0-7879-4829-2

Tropman, John E. (2003). *Making Meetings Work: Achieving High Quality Group Decisions*, 2<sup>nd</sup> edition. Thousand Oaks, California: SAGE Publications. ISBN: 071927050

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. Attend classes. Class attendance and participation has a positive correlation to performance and evaluation. The grade of participants who miss more than 10% of class sessions will be reduced one full letter grade. An extra credit option will be provided in such cases. Participants who miss 20% of class sessions will receive a failing grade and there will be no extra credit options. Exceptions can be made only for dire medical emergencies. Three late arrivals count as one absence. Students are not to leave class during sessions for any reason. Cell phones are not to be on during class. Distractions from participation in class negatively impact the grade received.

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

C. The intensive schedule may include week-end activities.

## III. Post Intensive

A. Write chapter three of your project, the literature review. The literature review is to be 18 to 22 pages in length.

*The Andrews University Standards for Written Work, 9<sup>th</sup> Edition* (or more recent edition) will provide the standards for all written work. Work is to be written in APA style.

B. Students will participate in a minimum of three sessions of a regional work group for peer support and sharing of learning experience.

1. A journal of those group meetings will be required from each group with a record of attendance by December 10, 2009.
2. The first group meeting must occur on or before June 19, 2009 and review the description of the project and proposed research for the project for all participants.
3. The second group meeting must occur on or before September 17 and review the work of each student in the theological reflection for their project.
4. The third group meeting must occur on or before November 20 and review the literature review done for the project by each student.
5. Groups may meet by phone conference, face-to-face, or via electronic conference.

C. Read and journal the three post session books listed above.

D. Prepare a final revision of the Ministry Development Plan and submit it by December 10, 2009.

E. Document your personal application of three administrative practices in the context of your ministry and within the time frame of this module. Provide separate three page summary journals of your personal and specific application of a minimum of three of the 14 administrative practices listed above.

F. Continue compiling your portfolio for submission at the time you defend your project.

#### IV. Grading

Project Chapter - 200 points

Reading Journals and Reports: 25 points each x 7 books - 175 points

Documentation of administrative practices – 100 points

Small Group Meetings – 60 (20x3)

Ministry Development Plan - 25 points

Journaling During the Intensive - 40 points

Total 600 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-

Pre-intensive reading reports and reading journals are due the first session of the teaching intensive, March 23, 2009. Other reading reports and journals are due December 10, 2009. The remainder of the assignments are also due December 10, 2009.

## V. Course Time Parameters and Calculations

The Doctor of Ministry program requires 60 hours of study for each semester credit. This course is eight hours, so the entire course module is to require 480 hours.

The time is calculated as follows:

Revising the Ministry Development Plan - 2 hours

Reading with journaling - 100 hours

Administrative practices with documentation – 40 hours

Two week intensive - 80 hours

The Research, Ministry, and Writing Represented by the Post intensive project chapter - 240 hours

Peer Group Attendance and Journaling - 12 hours

Portfolio Organization - 6 hours

Total 480 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.