

**Theological Seminary
Andrews University**

CHMN747 Leadership and Church Management

(6 credits)
The 2010 Cohort

Professors:

Skip Bell, DMin, Professor of Church Leadership, Seventh-day Adventist Theological Seminary, sjbell@andrews.edu

Skip Bell is the cohort coordinator and lead teacher. Guest faculty include Daniel Wheeler, PhD, Professor of Leadership Studies, University of Nebraska, and Jacques Doukhan, Professor of Old Testament, AU.

The teaching intensive for the first module is January 11 - 19 at Loma Linda University, Loma Linda, California. 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 module is prepared especially for leaders and managers of church, community, education, and non-profit organizations.

Each 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 intensive.

Participants take this course with a cohort as the first in a sequence of CHMN 747, GSEM790 (January 19-25, 2010), GSEM 730 (Spring semester 2011), GSEM 706 (May 2-12, 2011), CHMN 760 (January 9-17, 2012), and CHMN780 (Jan 7-15, 2013) 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, the process of leadership development, ethics in leadership, leadership and diversity, and form a ministry development plan (MDP) supported by a portfolio of document archives demonstrating application of the MDP.

Competencies of the Leadership Concentration

The Doctor of Ministry Leadership Concentration seeks to develop the person (Being), knowledge (Knowing), and practice (Doing) of its participants. Following are competencies that are important to evaluate as outcomes. These competencies guide the curriculum, should be reflected in the Ministry Development Plan developed by the participant, and evident in the portfolio.

Being

The graduate will be engaged in a learning process aimed at enhancing personal spirituality, enriching the personal life, and improving professional relationships through an expanding awareness of what God has called them to be.

1. Spiritual maturity
2. Living by the Spirit (Galatians 5:22-26)
3. Enrichment of personal and family life
4. Greater commitment to ministry
5. A biblical perspective of evangelism, mission, and ministry
6. Positive collegial relationships
7. A global view of society and ministry

Knowing

The graduate will be expected to exhibit an advanced understanding of sound theological and theoretical foundations that support Christian leadership and how they contribute to responsible ministry for the worldwide church.

1. Exceptional theoretical knowledge of leadership
2. An understanding of a biblical theology of leadership
3. An understanding of organizational culture and systems thinking

Doing

The graduate will model Christ-like ministry and demonstrate the ability to effectively contribute to the mission of the church by wise and competent application of leadership theology and theory to practical and innovative solutions for ministry challenges.

1. Practice of the following core leadership essentials:
 - 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
 - Appreciation of Diversity

2. Proficiency in a minimum of 5 of the following administrative skills:

Facilitating Effective Planning
Managing Resources Responsibly
Communicating Effectively
Building Effective Teams
Managing Change
Managing Conflict
Evaluation and Assessment
Making Meetings Matter
Coaching
Mentoring Others

The Cohort

A cohort group will form with this module, continue together through GSEM 790, GSEM706 Spiritual and Theological Foundations for Ministry, GSEM730, CHMN760, and CHMN 780. 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.

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

Course Requirements

I. Pre-Intensive

Pre-Intensive Reading:

A journal is due the first day of the teaching intensive for each of the five required pre-session titles. The journal (there will be five, one for each book) 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. Begin the journal for each book with a simple statement that you have read the required book or state what you have read of the book.

- a. Mortenson, Greg and Relin, David. *Three Cups of Tea*. New York: Penguin Books, 2007. 332 pages
- b. Kouzes, James & Barry Posner. *The Leadership Challenge*. 4th edition. San Francisco, CA: Jossey-Bass, 2008. 416 pages.

- c. Elmer, Duane. *Cross-cultural Servanthood: Serving the World in Christlike Humility*. Downers Grove, Intervarsity Press, 2006. 212 pages.
- d. Rost, Joseph. *Leadership for the 21st Century*. Praeger: 1993. 220 pages.
- e. Drath, W. H. (2001). *The Deep Blue Sea: Rethinking the Source of Leadership*. San Francisco: Jossey-Bass.

Books can be purchased in any manner convenient to the participant. They are available for special order through the Andrews University Bookstore - 800-385-2001. Books are often less expensive through online outlets, especially used books 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 are expected.
- C. Formation of a Ministry Development Plan will begin during the intensive.
- D. A cohort field experience will be planned for Sunday.

III. Post Intensive

- A. Journal and report the following four books in the same manner as for the pre-intensive books.
 - a. Blackaby, Richard, and Henry T. Blackaby. *Spiritual Leadership: Moving People to God's Agenda*. Broadman & Holman Publishers, 2001. 305 pages.
 - b. Heifetz, Ronald A. *Leadership without Easy Answers*. Cambridge, MA: Belknap Press, 1994. 366 pages.
 - c. Benefiel, Margaret. *Soul at Work: Spiritual Leadership in Organizations*. New York: Seabury Books (Church Publishing), 2005. 160 pages.
 - d. Nouwen, Henri J. M. *In the Name of Jesus: Reflections on Christian Leadership*. New York: The Crossroad Publishing Company, 1999.
- B. A ministry development plan (MDP) of 5 to 6 pages.
- C. Chapter three of your project dissertation, a paper of at least 16 but no more than 22 pages, will be required providing a review of leadership literature relevant to your project challenge.
The Andrews University Standards for Written Work, 9th Edition (or more recent edition) will provide the standards for all written work.
- D. Students will form a context support group of five persons from their specific ministry context who will meet face-to face annually with them to review their MDP. The meetings will center on personal and professional progress. The first meeting must occur on or before March 1, 2010. The group will review the MDP and its role with materials provided during the intensive.
- E. Students will participate in a minimum of two 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, 2010.
2. The first group meeting must occur on or before September 14, 2010, and review the work of each student on their chapter three.
3. The second group meeting must occur on or before November 22, 2010, and review the case study done by each student.
4. Groups may meet by phone conference, face-to-face, or via electronic conference.

F. Each student will organize and establish year one of their portfolio according to the instructions given at the intensive.

G. 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 30 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 5 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. Assessment

Assessment is accomplished by evaluating participation and assignments around the competencies of the concentration. There are seven competencies in the area of being, three in the area of knowing, and two broad competencies in the area of doing. The chart below describes the process of judging the integration of those competencies. Distinctions become vague when the contribution of all experience to the cyclical process of true learning in the areas of being, knowing, and doing are considered.

Competency of the Concentration	Learning Resources Provided in this Module	Process of Assessment
Spiritual maturity	Intensive presentation and exercise The Ministry Development Plan The literature and journaling assigned, especially: <i>Three Cups of Tea, In the Name of Jesus: Reflections on Christian Leadership, Spiritual Leadership: Moving People to God's Agenda, Soul at Work: Spiritual Leadership in Organizations, and Cross-cultural Servanthood: Serving the World in Christlike humility.</i>	Evaluation of the quality of intensive participation, including daily journaling Journaling of literature: evaluation of critical thinking Evaluation of the MDP
Living by the Spirit (Galatians 5:22-26)	Intensive presentation and exercise The Ministry Development Plan The literature and journaling assigned, especially: <i>Three Cups of Tea, In the Name of</i>	Evaluation of the quality of intensive participation, including daily

	<p><i>Jesus: Reflections on Christian Leadership, Spiritual Leadership: Moving People to God's Agenda, Soul at Work: Spiritual Leadership in Organizations, and Cross-cultural Servanthood: Serving the World in Christlike humility.</i></p>	<p>journaling Journaling of literature: evaluation of critical thinking Evaluation of the MDP</p>
Enrichment of personal and family life	<p>Intensive presentation and exercise The Ministry Development Plan The literature and journaling assigned, especially: <i>Three Cups of Tea, In the Name of Jesus: Reflections on Christian Leadership, Spiritual Leadership: Moving People to God's Agenda, Soul at Work: Spiritual Leadership in Organizations, and Cross-cultural Servanthood: Serving the World in Christlike humility.</i></p>	<p>Evaluation of the quality of intensive participation, including daily journaling Journaling of literature: evaluation of critical thinking Evaluation of the MDP</p>
Greater commitment to ministry	<p>Intensive presentation and exercise The Ministry Development Plan The literature and journaling assigned, especially: <i>Three Cups of Tea, In the Name of Jesus: Reflections on Christian Leadership, Spiritual Leadership: Moving People to God's Agenda, Soul at Work: Spiritual Leadership in Organizations, and Cross-cultural Servanthood: Serving the World in Christlike humility.</i></p>	<p>Evaluation of the quality of intensive participation, including daily journaling Journaling of literature: evaluation of critical thinking Evaluation of the MDP</p>
A biblical perspective of evangelism, mission, and ministry	<p>Intensive presentation and exercise The Ministry Development Plan The literature and journaling assigned, especially: <i>Three Cups of Tea, In the Name of Jesus: Reflections on Christian Leadership, Spiritual Leadership: Moving People to God's Agenda, Soul at Work: Spiritual Leadership in Organizations, and Cross-cultural Servanthood: Serving the World in Christlike humility.</i></p>	<p>Evaluation of the quality of intensive participation, including daily journaling Journaling of literature: evaluation of critical thinking Evaluation of the MDP</p>
Positive collegial relationships	<p>Intensive presentation and exercise The Ministry Development Plan The literature and journaling assigned, especially: <i>Three Cups of Tea, In the Name of Jesus: Reflections on Christian Leadership, Spiritual Leadership: Moving People to God's</i></p>	<p>Evaluation of the quality of intensive participation, including daily journaling Journaling of</p>

	<p><i>Agenda, Soul at Work: Spiritual Leadership in Organizations, and Cross-cultural Servanthood: Serving the World in Christlike humility.</i></p>	<p>literature: evaluation of critical thinking Evaluation of the MDP</p>
<p>A global view of society and ministry</p>	<p>Intensive presentation and exercise The Ministry Development Plan The literature and journaling assigned, especially: <i>Three Cups of Tea, In the Name of Jesus: Reflections on Christian Leadership, Spiritual Leadership: Moving People to God's Agenda, Soul at Work: Spiritual Leadership in Organizations, and Cross-cultural Servanthood: Serving the World in Christlike humility.</i></p>	<p>Evaluation of the quality of intensive participation, including daily journaling Journaling of literature: evaluation of critical thinking Evaluation of the MDP</p>
<p>Exceptional theoretical knowledge of leadership</p>	<p>Intensive presentation and exercise The Ministry Development Plan The literature and journaling assigned, especially: <i>Three Cups of Tea, The Leadership Challenge. 4th edition, Leadership for the 21st Century, The Deep Blue Sea: Rethinking the Source of Leadership, and Leadership without Easy Answers.</i> The Portfolio The Third Chapter The Case Study</p>	<p>Evaluation of the quality of intensive participation, including daily journaling Journaling of literature: evaluation of critical thinking Evaluation of the MDP Clarity and quality of the portfolio Content of Chapter Three The Quality of Analysis and Learning Reflected in the Case Study</p>
<p>An understanding of a biblical theology of leadership</p>	<p>Intensive presentation and exercise The Ministry Development Plan The literature and journaling assigned, especially: <i>Three Cups of Tea, In the Name of Jesus: Reflections on Christian Leadership, Spiritual Leadership: Moving People to God's Agenda, Soul at Work: Spiritual Leadership in Organizations, and Cross-cultural Servanthood: Serving the World in Christlike humility.</i> The Portfolio The Third Chapter</p>	<p>Evaluation of the quality of intensive participation, including daily journaling Journaling of literature: evaluation of critical thinking Evaluation of the MDP Clarity and quality of the portfolio</p>

	The Case Study	Content of Chapter Three The Quality of Analysis and Learning Reflected in the Case Study
An understanding of organizational culture and systems thinking	Intensive presentation and exercise The literature and journaling assigned, especially: <i>Three Cups of Tea</i> , <i>The Leadership Challenge</i> . 4 th edition, <i>Leadership for the 21st Century</i> , <i>The deep blue sea: Rethinking the source of leadership</i> , and <i>Leadership without Easy Answers</i> . The Portfolio The Third Chapter The Case Study	Evaluation of the quality of intensive participation, including daily journaling Journaling of literature: evaluation of critical thinking Clarity and quality of the portfolio Content of Chapter Three The Quality of Analysis and Learning Reflected in the Case Study
Practice of the following core leadership essentials	Intensive presentation and exercise The Ministry Development Plan All the literature and journaling assigned. The Portfolio The Case Study	Evaluation of the quality of intensive participation, including daily journaling Journaling of literature: evaluation of critical thinking Evaluation of the MDP Clarity and quality of the portfolio The Quality of Analysis and Learning Reflected in the Case Study
Proficiency in administrative skills	Intensive presentation and exercise The Ministry Development Plan The Portfolio The Case Study	Evaluation of the quality of intensive participation, including daily journaling Evaluation of the MDP Clarity and quality of

		the portfolio The Quality of Analysis and Learning Reflected in the Case Study
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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-

Assignment submission deadlines will be applied as follows:

Assignment due date:	(possible A grade)
Delay up to 60 days:	(no more than A- grade)
Delay up to 90 days:	(no more than B+ grade)
Delay up to 120 days:	(no more than B grade)
Delay up to 150 days:	(no more than C grade)

Reading reports and reading journals for pre-intensive books are due the first session of the teaching intensive, January 10, 2010. If submitted late, the work will be discounted 10%. The remainder of the assignments are due December 16, 2010.

The grade of DG (deferred grade) will be given when work is not received.

V. Course Time Parameters and Calculations

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

The time is calculated as follows:

Ministry Development Plan 15 hours
Reading and journaling 160 hours
Intensive 70 hours
Post-intensive paper 80 hours
Peer Group Attendance and Journaling 18 hours
Portfolio 10 hours
Case Study 17 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.

2/21/2010