

**Theological Seminary  
Andrews University**

**CHMN747 Leadership and Church Management**

**Draft of January 26, 2012**

(4 credits)

The 2012 Euro-Asia Cohort

Professors:

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**The teaching intensive for the first module (including the course GSEM790) is July 18 – August 13, 2012, at Zaoksky Adventist University, Zaoksky, Tula Region, Russia. A daily schedule will be available at the program web site: [www.doctorofministry.com](http://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 their project. 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, GSEM 706, CHMN 760, and CHMN780 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).

### **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, and should be reflected in the Ministry Development Plan developed by the participant.

#### Being

The graduate will experience enhanced personal spirituality, enriched personal life, and improving professional relationships through an expanding awareness of what God has called them to be through their engagement in the learning process. Their being will experience transformation in the following dimensions:

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 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. This knowledge may be described as follows:

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. These practical outcomes include:

1. Practice of the following core leadership essentials:
  - 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 course module, continue together through GSEM790, GSEM706 Spiritual and Theological Foundations for Ministry, 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. Attendance at all intensives is required, with no exception.

### **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.

Many of these titles are in Russian and English language editions. Where we have confirmed Russian language editions, only the title and author are given since publication information may vary. Edition dates and pages may vary so that information is not

included. See the office of the Zaoksky seminary dean for further information. Books may be available through Zaoksky Adventist University or may be purchased where convenient.

*(Enrolled program participants may contact the professor or the program office to obtain the list of required reading titles.)*

Books can be purchased in any manner convenient to the participant. They are available through the Andrews University Bookstore or Amazon web sites.

## 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.

*(Enrolled program participants may contact the professor or the program office to obtain the list of required reading titles.)*

- B. A Ministry Development Plan of five to seven 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, 12<sup>th</sup> Edition* (or more recent edition) will provide the standards for all written work.

- D. Students will form a context support group of five to eight 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 September 15, 2012. 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 March 1, 2013.
2. The first group meeting must occur on or before October 1, 2012, and review the work of each student on their chapter three.

3. The second group meeting must occur on or before January 1, 2013, 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 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 four to five page case study documenting the observations and interviews and describing specific incidents of behaviors relating to a minimum of three of the six leadership essentials.

G. Work is to be submitted to the lead faculty in English. It may be done in Russian and translated by online software before submission. The lead faculty will accommodate for loss of writing style and accuracy in that process. **The project chapter is to be written in Russian and submitted to the lead faculty after translation to English, but also submitted in its best Russian writing draft to the project second reader for assessment of writing ability, style, and formatting. The second reader will report their assessment to both the project advisor and lead faculty for the module.**

#### 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	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)	Intensive presentation and exercise The Ministry Development Plan	Evaluation of the quality of intensive

5:22-26)	The literature and journaling assigned	participation, including daily journaling Journaling of literature: evaluation of critical thinking Evaluation of the MDP
Enrichment of personal and family life	Intensive presentation and exercise The Ministry Development Plan The literature and journaling assigned	Evaluation of the quality of intensive participation, including daily journaling Journaling of literature: evaluation of critical thinking Evaluation of the MDP
Greater commitment to ministry	Intensive presentation and exercise The Ministry Development Plan The literature and journaling assigned	Evaluation of the quality of intensive participation, including daily journaling Journaling of literature: evaluation of critical thinking Evaluation of the MDP
A biblical perspective of evangelism, mission, and ministry	Intensive presentation and exercise The Ministry Development Plan The literature and journaling assigned	Evaluation of the quality of intensive participation, including daily journaling Journaling of literature: evaluation of critical thinking Evaluation of the MDP
Positive collegial relationships	Intensive presentation and exercise The Ministry Development Plan The literature and journaling assigned	Evaluation of the quality of intensive participation, including daily

		journaling Journaling of literature: evaluation of critical thinking Evaluation of the MDP
A global view of society and ministry	Intensive presentation and exercise The Ministry Development Plan The literature and journaling assigned	Evaluation of the quality of intensive participation, including daily journaling Journaling of literature: evaluation of critical thinking Evaluation of the MDP
Exceptional theoretical knowledge of leadership	Intensive presentation and exercise The Ministry Development Plan The literature and journaling assigned The Third Chapter 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 Content of Chapter Three The Quality of Analysis and Learning Reflected in the Case Study
An understanding of a biblical theology of leadership	Intensive presentation and exercise The Ministry Development Plan The literature and journaling assigned The Third Chapter 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 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 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 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: 7 books x 25 points each - 175 points

Ministry Development Plan - 120 points,

Paper - 175 points

Small Group Meetings – 40 (20x2)

Journal During Intensive - 40 points

Total 680 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)

Late up to 30 days: (no more than A- grade)

Late 31 to 60 days: (no more than B+ grade)

Late 61 to 90 days: (no more than B grade)

Late 91 days or more: (DN deferred and not completable\*)

Reading reports and reading journals for pre-intensive books are due the first session of the teaching intensive, July 18, 2012. If submitted late, the work will be discounted 10%. The remaining assignments are due March 1, 2013. DGs (deferred grades) are provided in the semesters before assignments are due.

\* Graduation requires a 3.0 or better program GPA. Students who receive a DN must seek permission from the DMin office to restart with another cohort and seek a new

program time limit. Such requests are considered by the DMin program committee and not guaranteed. No tuition refunds are considered.

## V. Course Time Parameters and Calculations

The Doctor of Ministry program requires 60 hours of study for each semester credit. This course is 4 hours, so the entire course module is to require 240 hours.

The time is calculated as follows:

Ministry Development Plan 11 hours  
Reading and journaling (approximately 2,000 pages) 105 hours  
Intensive 50 hours  
Context support group 3 hours  
Post intensive paper 58 hours  
Peer group attendance and journaling 5 hours  
Case study 8 hours  
Total 240 hours

Accommodations are made for disabilities. Students with diagnosed disabilities should request accommodation.

## VI. Outline of Topics and Assignments

The following 12 sections flow in the sequence given. While most sections require three class periods, rigid time frames are not set. Section 12 will be allotted 9 class periods. Opportunity is provided for additional time with certain sections.

Six core learning processes are applied in class: 1) lecture with subsequent discussion, 2) narratives with large or small group interpretation, 3) writing reflection papers, 4) case studies, 5) personal exercises, and 6) team building experience in discussion and writing. The teams do the final exam and reflection articles together and share the same grade as a team for those items.

### Section 1: Leadership Theory

Narrative: The First Board Meeting  
Exercise: Star Power  
Lecture: *Leadership as a Relational Process*

### Section 2: A Theology of Leadership

Narrative: Ralph Darrough  
Lecture: *New Testament Theology of Leadership*  
Lecture: *A Theology of Servant-Leadership*

### Section 3: God Given Passion Stirring Vision

Narrative: Vision and Calling

Lecture: *Understanding the Vision Thing*

Case Study: “I Have a Dream” – MLK

Personal Exercise: Prepare a personal vision statement and share it in your team

Section 4: Leading with Character – Faith Based Hope

Narrative: You are Small, Aren’t You!

Lecture: *Leading With Faith*

Section 5: Leading With Character - Integrity

Narrative: “The Drive By Incident”

Lecture: *Integrity, Moral Ethics, and Difficult Choices*

Section 6: Essential Administrative Skill: Time Management