

**Seventh-day Adventist Theological Seminary
Andrews University**

CHMN760 Advanced Leadership Competencies

(5 credits)

The 2011 In-residence Leadership Cohort

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The teaching intensive for the module is March 5-14, 2012, at the Seminary. A daily schedule will be available on Moodle.

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.

Outcomes 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 outcomes that are important to evaluate. These outcomes 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

Module Requirements

I. 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. All assignments should be uploaded to Moodle, and no assignments will be accepted via any other medium.

Books can be purchased in any manner convenient to the participant. 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 four of your project, the project narrative, which is your intervention plan, and in some cases, includes implementation. The narrative is to be 10 to 15 pages in length. Formatting, style, the organization of the chapter (including subheadings), and the coherence of the sections are vital parts of this assignment. Your advisor and second reader will work with you to continue developing this chapter and its content beyond this assignment. Due: August 1, 2012.

The latest edition of *Andrews University Standards for Written Work* (http://www.andrews.edu/sem/dmin/project/writing_assistance/) 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 their 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 August 1, 2012.

2. The first group meeting must occur on or before May 1, 2012, and review the Chapter Four assignment of all group participants.
3. The second group meeting must occur on or before June 1, 2012, and review the work of each student on their Administrative Practices paper.
4. The third group meeting will involve a final review of any Chapter Four or Administrative Practices assignments still needing work, and must occur on or before July 1, 2012.
5. Since this cohort is on-campus, groups should meet face-to-face.

C. Post-Session Reading

Read and journal the three post session books listed above in the same manner as the pre-session books. Due date: August 1, 2012.

- D. 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 these administrative practices in your leadership studies. Project that your practice of these administrative skills will be different in the future, as a result of your learning in this module. Provide four separate three-page summary journals of your personal and specific application of a minimum of four of the 10 administrative practices listed above. Due: August 1, 2012.

IV. Grading

200 points	Project Chapter
250 points	Reading Journals and Reports: 25 points each x 10 books
100 points	Administrative Practices Assignment
75 points	(25x3) Work Group Meetings
<u>75 points</u>	<u>Journaling During the Intensive</u>
700 points	Total

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 5, 2012. Other reading reports and journals are due August 1, 2012. The remainder of the assignments are also due August 1, 2012.

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:

100 hours	Reading with journaling
18 hours	Administrative practices assignment
40 hours	One week intensive
130 hours	The research and writing represented by the post-intensive project chapter
<u>12 hours</u>	<u>Peer Group Attendance and Journaling</u>
300 hours	Total

Assignment submission deadlines will be applied as follows:

<u>Assignment due date:</u>	<u>(possible A grade)</u>
<u>Late up to 30 days:</u>	<u>(no more than A- grade)</u>
<u>Late 31 to 60 days:</u>	<u>(no more than B+ grade)</u>
<u>Late 61 to 90 days:</u>	<u>(no more than B grade)</u>
Late 91 days or more:	* (DN deferred and not completable)

* 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.

Reading reports and reading journals for pre-intensive books are due the first session of the teaching intensive, March 5, 2012. If submitted late, the work will be discounted 10%.

The remainder of the assignments are due August 1, 2012, unless otherwise noted. All assignments are to be submitted via Moodle. Always keep copies.

The grade of DG (deferred grade) will be given until the due date.

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.