

Leadership, ESD, 2012 Cohort
Year Three
CHMN760

ADVANCED LEADERSHIP COMPETENCIES

2014
Skip Bell, DMin.



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CHMN760 ADVANCED LEADERSHIP COMPETENCIES LEADERSHIP, ESD, 2012

GENERAL MODULE INFORMATION

Intensive location: Zaoksky Adventist University, Russia
Intensive Dates: July 9 – 25, 2014
Credits offered: 5

INSTRUCTOR CONTACT

Professor: Skip Bell, DMin
Telephone: 269-471-6130
Email: sjbell@andrews.edu,

BULLETIN 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.

MODULE MATERIALS

Required:

Enrolled program participants may contact the professor or the DMin office to obtain the titles for the required reading assignments.

PROGRAM OUTCOMES

1. Develop deeper biblical spirituality.
2. Experience enrichment of personal and family life.
3. Intensify commitment to ministry.
4. Develop an Adventist perspective of evangelism, mission, and ministry.
5. Experience positive collegial relationships.
6. Develop a global view of society and ministry.
7. Gain theoretical knowledge that contributes to advanced ministry.
8. Develop an understanding of the biblical model of servant leadership.
9. Evaluate ministerial practices through theological reflection.
10. Use appropriate tools to analyze the needs of churches and communities.
11. Develop skills that facilitate more effective ministry.
12. Articulate theological and theoretical understandings that advance global ministry.
13. Develop habits of study that contribute to lifelong learning.

STUDENT LEARNING OUTCOMES

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

Assessed by: Requiring students to complete a section in their Ministerial Development Plan (MDP) in which they will name strategies for biblical spirituality and practices they

adopted to grow spiritually as a result of the DMin program and the direct assessments in module two on theological and spiritual foundations administered by faculty.

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

Assessed by: Completing two theoretical chapters in their project dissertations (Chapters 2 and 3) where students will provide theological reflection on their research topic and show a high level of acquaintance with the current literature on the subject and the direct assessments in module one and two on assignments dealing with literature research and theological reflection administered by faculty, and of literature research in all modules.

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

Assessed by: Successful defense of their project before peers and their respective dissertation committees as well as direct assessments of case studies administered by faculty.

THE COHORT

This module is open to members of this cohort, who take the sequence of modules and the project seminar together. Cohort members will meet in groups between intensives and pursue projects that advance their competencies. On completion, they will have completed a Leadership Concentration in their DMin program.

Participants in the Leadership 2012 ESD take the following modules and the project seminar in the following sequence:

CHMN747 Christian Leadership, Skip Bell, 4 credits, July 18- 31, 2012, Zaoksky, Russia

CHMN790 Project Seminar, Bill Knott and/or David Penno, 4 credits, August 1 - August 13, 2012, Zaoksky, Russia

CHMN706 Spiritual and Theological Foundations, Jon Dybdahl, 8 Credits, July 7- 23, 2013, Zaoksky, Russia

CHMN760 Advanced Leadership Competencies, Skip Bell, 5 credits, July 9-25, 2014, Zaoksky, Russia

CHMN780 Leading and Managing the Church Organization, Skip Bell, 5 credits, April 1 - 22, 2015, Zaoksky, Russia

Project Assessments, July 7-14, 2016

Always consult the Doctor of Ministry program planner at www.doctorofministry.com for possible adjustments to the date and locations of future teaching intensives.

MODULE REQUIREMENTS

I. Pre-Intensive

Pre-Intensive Reading:

A reading report and journal is due the first day of the teaching intensive for the two 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 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. They should be done chapter by chapter. The reading report is a simple statement that you have read the required books. The books listed without publisher information are available by secondary publishers in the Russian language.

Enrolled program participants may contact the professor or the DMin office to obtain the titles for the required reading assignments.

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. Class sessions are generally 50 minutes in length. The grade of participants who miss more than 10% (3) of class sessions will be reduced one full letter grade. An extra credit option will be provided in such cases. Participants who miss 20% (6) 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. 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 DMin office to obtain the titles for the required reading assignments.

B. Review your Ministry Development Plan (MDP) of five to seven pages, double spaced. The Ministry Development Plan should have four sections; a description of your situation when you began the program, your vision for your life and ministry following the program, the steps you have been taking and propose to take to move in the direction of that vision during your program, and a listing of the helping as well as hindering forces. The Ministry Development Plan should include spiritual, personal, relational, and professional context, vision, and activities to accomplish the vision in those areas. Turn it in again by the assignment due date.

C. Chapter four of your project document, a paper of at least 16 but no more than 22 pages, will be required providing the methodology of your project challenge. **This is the work required in year three that partially integrates your 6 credits of project learning into the program.**

The Andrews University Standards for Written Work, 12th Edition (or more recent edition) will provide the standards for all written work. Doctor of Ministry papers are done in APA style.

D. Meet again with your context support group of five to nine persons from your specific ministry context and review your MDP. The meeting should center on personal and professional progress. The meeting must occur on or before September 25, 2014. 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 regional work group from the cohort 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 February 10, 2015.
2. The first group meeting must occur on or before September 22, 2014, and review the research for the project for all participants.
3. The second group meeting must occur on or before December 8, 2014, and review the work of each student in their fourth chapter of the project dissertation.
4. Groups may meet by phone conference, face-to-face, or via electronic conference.

F. Continue your work with an appropriate field mentor, be involved in at least monthly sessions with your mentor, and report the 1) name, 2) contact information, and 3) a one page journal of session dates and reactions to the sessions to the lead teacher on the final assignment due date.

GRADING AND ASSESSMENT

A. Credit-Hour Definitions and Calculations

The Doctor of Ministry program requires 56 hours of study for each semester credit. This module is 5 hours, so the entire course module is to require 280 hours. Following is a rule of thumb to help guide your reading, research, and writing for Seminary courses:

- Average reading speed 15-20 pages/hr.
- Average writing speed 3 hr./page

The time for this module is calculated as follows:

Ministry Development Plan – 5 hours

Reading and journaling – 160 hours for the reading and 40 for the journaling = 200

Intensive - 60 hours

Journaling during the intensive – 2 hours

Context support group - 2 hours

Post intensive paper (**the writing time - 60 hours, plus experiential and research time - 64 hours, satisfies the 124 hours for 2 project credits**)

Peer group attendance and journaling - 4 hours

Mentoring – 7 hours

Total 280 hours (**not including the project credits**)

B. Grade points

Project Chapter - 200 points

Context Support Group – 25 points

Reading Journals and Reports: 30 points each x 5 books - 150 points

Work group meetings – 50 points

Small Group Meetings – 60 points (30x2)

Mentor Report – 25 points

Ministry Development Plan - 25 points

Journaling During the Intensive - 40 points

Total 575 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-

C. Assignment Submission

Submit assignments electronically to sjbell@andrews.edu. All assignments are due February 10, 2015, unless otherwise specified.

E. Assignment submission deadlines:

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*)

Pre-intensive reading reports and reading journals are due the first session of the teaching intensive, July 9, 2014. Other reading reports and journals are due February 10, 2015. The remainder of the assignments are also due February 10, 2015. If submitted late, the work will be discounted 10%. 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.

ASSESSMENT GUIDELINES

Chapter Assessment Rubric for the Post Intensive Paper

CATEGORY	4.00 Target	3.00 Needs Improvement	2.00 Unsatisfactory	1.00 Unacceptable
Introduction	The chapter begins with an introduction that invites the reader into the topic and	Same as Target, the bird's eye view is incomplete.	The reader is invited into the topic but no bird's eye view is given of what the	There is no introduction or no clear connection between the introduction and the

	presents a bird's eye view of what the chapter will cover.		chapter will cover.	body of the chapter.
Profile of the Ministry Context	A concise profile is given of the ministry context that relates specifically to the task of the project.	A concise profile is given of the ministry context that relates to the task of the project.	A profile of the ministry context is given that does not relate specifically to the task of this project.	There is no profile of the ministry context.
Development of the Intervention	An intervention is developed that clearly builds upon the theological foundation and the literature review.	An intervention is developed that seems to build upon the theological foundation and the literature review.	An intervention is developed, but no clear relationship is shown between it and the theological foundation and the literature review.	No intervention is developed.
Description of the Intervention	A concise description of the intervention is given, including how participants were recruited, what kind of sessions, how many, objectives, and content.	A description of the intervention is given, including how participants were recruited, what kind of sessions, how many, objectives, and content	An intervention is described, but it is unclear or lacks a logical flow.	No intervention is described.
Conclusion	The chapter ends with a conclusion that clearly reiterates the main points, and acknowledges directions for further research and reflection.	The chapter ends with a conclusion that reiterates the main points and acknowledges directions for further research and reflection.	One of the main points is not reiterated in the conclusion. Or in addition to reiterating what was discovered in the body of the chapter the conclusion presents new evidence or makes claims that are not substantiated in the body of the chapter.	There is no conclusion or the conclusion does not capture the main points of the chapter.
Format	The chapter formatting follows proper <i>Andrews Standards for Written Work</i> .	There is 1 formatting mistake.	There are 2 formatting mistakes.	There are 3 or more formatting mistakes.
Style	The chapter follows APA Style in-text referencing to cite sources.	There is 1 stylistic mistake.	There are 2 stylistic mistakes.	There are 3 or more stylistic mistakes.
Language Conventions	There are no spelling, grammar, or punctuation errors.	There is spelling, grammar, or punctuation error.	There are 2 spelling, grammar, or punctuation errors.	There are 3 or more spelling, grammar, or punctuation errors.
Clearly Written	The chapter is written in a reader-friendly manner that models clarity of expression.	The chapter is written in a mostly reader-friendly manner. There is a slight tendency to use a few long rambling sentences	Expression of some ideas is confusing to the reader. Uses lots of long, rambling sentences.	The chapter does not promote reader understanding and/or is unclear in language use and expression. Uses long, rambling or run-on sentences.
Length	16-25 pages	26-30 pages	31-40 pages	More than 40 pages

OUTLINE OF TOPICS (OPTIONAL)

UNIVERSITY POLICIES

Classroom Seating

Provide a statement about your policy on classroom seating (e.g., In order to facilitate learning everyone's name please select a permanent seat until instructed otherwise).

Disability Accommodations

Include a statement about how you fulfill disability accommodations (e.g., If you qualify for accommodations under the American Disabilities Act, please see the instructor for a referral to assist you in arranging accommodations).

Additional Policies

Include statements about other policies relevant to your class.

Examinations

“Credit is not granted in courses unless the required examinations are completed by the student. Students are expected to follow the published examination schedule. In cases where the schedule requires a student to complete four exams in one day, arrangements may be made with the dean to complete one of the examinations at another time”.

AU Bulletin

Class Attendance

“Regular attendance at all classes, laboratories and other academic appointments is required for each student. Faculty members are expected to keep regular attendance records. The syllabus notifies students of the attendance requirements.

AU Bulletin

Class Absences

“Whenever the number of absences exceeds 20% (10% for graduate classes) of the total course appointments, the teacher may give a failing grade. Merely being absent from campus does not exempt the student from this policy. Absences recorded because of late registration, suspension, and early/late vacation leaves are not excused. The class work missed may be made up only if the teacher allows. Three tardies are equal to one absence.

Registered students are considered class members until they file a Change of Registration form in the Office of Academic records”.

AU Bulletin

Excused Absences

“Excuses for absences due to illness are granted by the teacher. Proof of illness is required. Residence hall students are required to see a nurse on the first day of any illness which interferes with class attendance. Non-residence hall students should show written verification of illness obtained from their own physician. Excuses for absences not due to illness are issued directly to the dean's office. Excused absences do not remove the student's responsibility to complete all requirements of a course. Class work is made up by permission of the teacher”.

AU Bulletin

The above Andrews University policy is for students in other AU programs. **The Andrews University policy for the Doctor of Ministry program is that no absences are granted from intensives other than for deaths in an immediate household or for hospitalization.**

Academic Integrity

“In harmony with the mission statement (p.18), Andrews University expects that students will demonstrate the ability to think clearly for themselves and exhibit personal and moral integrity in every sphere of life. Thus, students are expected to display honesty in all academic matters.

Academic dishonesty includes (but is not limited to) the following acts: falsifying official documents; plagiarizing, which includes copying others’ published work, and/or failing to give credit properly to other authors and creators; misusing copyrighted material and/or violating licensing agreements (actions that may result in legal action in addition to disciplinary action taken by the University); using media from any source or medium, including the Internet (e.g., print, visual images, music) with the intent to mislead, deceive or defraud; presenting another’s work as one’s own (e.g. placement exams, homework, assignments); using material during a quiz or examination other than those specifically allowed by the teacher or program; stealing, accepting, or studying from stolen quizzes or examination materials; copying from another student during a regular or take-home test or quiz; assisting another in acts of academic dishonesty (e.g., falsifying attendance records, providing unauthorized course materials).

Andrews University takes seriously all acts of academic dishonesty. Such acts as described above are subject to incremental discipline for multiple offenses and severe penalties for some offenses. These acts are tracked in the office of the Provost. Repeated and/or flagrant offenses will be referred to the Committee for Academic Integrity for recommendations on further penalties. Consequences may include denial of admission, revocation of admission, warning from a teacher with or without formal documentation, warning from a chair or academic dean with formal documentation, receipt of a reduced or failing grade with or without notation of the reason on the transcript, suspension or dismissal from the course, suspension or dismissal from the program, expulsion from the university, or degree cancellation. Disciplinary action may be retroactive if academic dishonesty becomes apparent after the student leaves the course, program or university

Departments or faculty members may publish additional, perhaps more stringent, penalties for academic dishonesty in specific programs or courses”.

AU Bulletin

Emergency Protocol

Andrews University takes the safety of its student seriously. Signs identifying emergency protocol are posted throughout buildings. Instructors will provide guidance and direction to students in the classroom in the event of an emergency affecting that specific location. It is important that you follow these instructions and stay with your instructor during any evacuation or sheltering emergency.

INSTRUCTOR PROFILE

Dr. Skip Bell is Professor of Church Leadership and Director of the Doctor of Ministry Program, Seventh-day Adventist Theological Seminary, Andrews University. An ordained Seventh-day Adventist pastor, Skip has served the church as a pastor, departmental director, administrator, and university professor. Dedicated to the vision of a soul-winning church, he has frequently led evangelistic programs, is a student of small group ministry, an advocate of church planting, and

is especially interested in issues of church leadership. He is frequently called on to present leadership conferences for the church's world divisions. Dr. Bell says, "Jesus has provided a model of servant leadership that challenges and calls us to vision, faith, integrity, courage, empowerment, and trust. The joy of my life is serving within His will with a group of people I love. I want to attract people to a vision of leadership based on Jesus model of servant leadership."

Dr. Bell has authored *A Time to Serve: Church Leadership for the 21st Century*, published in 2003, numerous academic and professional articles, and several curriculums for professional pastoral development. He is a member of the Academy of Religious Leadership, the Society of Biblical Literature, and the Association for Doctor of Ministry Education.



Dr. Bell counts time with his wife, Joni, and family as one of his greatest joys and loves just about any pursuit that involves outdoor activity.