

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

CHMN760 Advanced Leadership Competencies

(5 credits)
The 2010 Cohort

Professor: Skip Bell, DMin, Professor of Church Leadership, Seventh-day Adventist Theological Seminary, sjbell@andrews.edu. Skip Bell is the cohort coordinator and lead teacher.

The teaching intensive for the module is January 10-18, 2012, Loma Linda University, the Drayson Center. A daily schedule will be available at the program web site, 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.

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

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.

(Registered program participants may contact the professor to obtain the required reading list.)

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 (or methodology). The narrative is to be 18 to 22 pages in length.

The Andrews University Standards for Written Work, 9th 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 two sessions of their 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 August 7, 2012.
2. The first group meeting must occur on or before May 15, 2012 and discuss Jeavons and Basinger.
3. The second group meeting must occur on or before June 27 and review the work of each student in the project narrative or methodology for their project.
4. Groups may meet by phone conference, face-to-face, or via electronic conference.

C. Post-Session Reading:

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

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

Read and journal the three post session books listed above in the same manner as the pre-session books.

D. Meet with your context support group by April 2, 2012, and report the meeting.

E. Prepare a final revision of the Ministry Development Plan and submit it by August 7, 2012.

F. 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.

G. 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

Work and Context 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, January 9, 2012. Other reading reports and journals are due August 7, 2012. The remainder of the assignments are also due August 7, 2012.

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

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, January 9, 2012. If submitted late, the work will be discounted 10%.

The remainder of the assignments are due August 7, 2012, unless otherwise noted. They may be submitted electronically, and should be submitted in one bundled mailing, electronically or hard copy. Always keep copies.

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

* 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.

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.