

SEVENTH-DAY ADVENTIST
THEOLOGICAL SEMINARY

Leadership International In-Residence 2013
Year Three

CHMN 760 ADVANCED
LEADERSHIP COMPETENCIES

Spring 2014

John Grys, DMin





GSEM 760

ADVANCED LEADERSHIP COMPETENCIES

2013 LEADERSHIP INTERNATIONAL IN-RESIDENCE COHORT

Spring 2014

GENERAL MODULE INFORMATION

Intensive location: SDA Theological Seminary, Andrews University
Intensive Dates: March 17-20, 8:00am – 5pm
March 21, 8:00am – 12:00pm
March 24-27, 8:00am – 5:00pm

Credits offered: 5

INSTRUCTOR CONTACT

Instructor: John Grys, DMin
Telephone: 707.332.3874
Email: johngrys@gmail.com

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.

Specifically, the class examines self-leadership, leadership theory (especially questions regarding power and authority), a suggested New Testament theology of leadership, courage as a

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leadership essential, the significance of empowering people (especially in light of a New Testament theology and the study of power and authority), working to facilitate effective planning, the centrality of managing the pace of change, the inevitable reality of managing conflict, the importance of evaluation and assessment, and finally, a brief study in leadership within the tradition of the Seventh-day Adventist church.

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 2013 International In-Residence 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 and should be reflected in the Ministry Development Plan developed by the participant.

The graduate will be engaged in learning processes aimed at enriching personal spirituality, enhancing the personal life, and enlivening professional relationships through an expanding awareness of what God has called them to become in their pursuit.

Being

The graduate will be engaged in learning processes that will address their sense of being and the connection between their learning and the way they lead.

1. Identify individual strengths of leadership.
2. Identify individual processes for decision-making, identifying biases in decision-making, and how those biases influence their decisions.

3. Identify how personality and temperament influences their leading.
4. Demonstrate an understanding of their personal sources for their mental models of leadership.

Assessed by: Requiring students to include in their Ministerial Development Plan (MDP) a section on their sense of being as a person and how that relates to their leading. Included in this section will be demonstrated their own personal practices that strengthen this facet of their learning. Also, assessed through their journal reading reports.

Knowing

The graduate will be expected to demonstrate an advanced understanding of sound theological and theoretical foundations in personal and organizational Christian leadership that support and contribute to ministry for the worldwide church.

1. Expand their understanding of leadership within the context of Seventh-day Adventism.
2. Grasp with greater clarity various leadership theories, specifically grappling with the questions of power and authority.
3. Develop a theology of leadership from the writings of the New Testament.
4. Recognize and identify various levels and components of leadership that extend beyond the doing side of leadership.
5. Recognize the cultural forces at play in leadership across borders.

Assessed by: Completing chapter four in their project papers where students will demonstrate a knowledge of leadership through the outline of methodology, including their reasoning for the proposed methodology in their specific projects.

Doing

The graduate will demonstrate the doing essentials of leadership for this module.

1. Practice of the following core leadership essentials:
 - a. Courage
 - b. Empowering others
 - c. Facilitating effective planning
 - d. Managing change
 - e. Managing conflict
 - f. Evaluating and assessing

Assessed by: Successful defense of their project and the completion of their degree as directed.

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 2013 In-Residence Leadership Cohort take the following modules and the project seminar in the following sequence:

CHMN747 - Christian Leadership (September 16-26, 2013)

GSEM 790 - DMin Project Seminar (September 20-October 10, 2013)

CHMN 760 - Advanced Leadership Competencies (March 17-27, 2014)

CHMN 706 – Spiritual & Theological Foundations for Ministry (May 5-16, 2014)

CHMN 780 – Leading & Managing the Church Organization (August 4-14, 2014).

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 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 six to eight pages (per book), need not follow any particular style, and will not be graded for grammar, writing, etc. I will be assessing whether you are interacting with the material or merely “parroted” the material. Please do not parrot the material. **I want to experience critical thinking when reading your journals.**

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.

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.

II. The Intensive

- A. Punctual attendance is required for all intensive sessions. A maximum of 10% absence of total activities is allowed.
- B. On some evenings a daily journal will be required (two per week).
- C. Two journal articles (1 per week) will be read during the intensive and discussed, with a one-page assessment due the last hour of each week.
- D. Participation in discussion, group activities, journaling, and compilation of notes is expected.
- E. Two case studies will be examined as a group, assessing each case through the windows of self-leadership, organizational leadership, and cultural influences.

III. Post Intensive

- A. Journal and report the following (insert number) 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 the 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.
- 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.

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. Criteria for Grades

Assessment is accomplished by evaluating participation and assignments around the outcomes of the concentration. There are four outcomes in the area of being, five in the area of knowing, and one outcome in the area of doing. The chart below describes the process of judging the integration of those outcomes. 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.

Outcome of the Concentration	Learning Resources Provided in This Module	Process of Assessment
Identify individual strengths of leadership.	Intensive presentations and exercise The Ministry Development Plan Assigned Literature and journaling	Evaluation of journal from reading. Evaluation from personal meeting with professor regarding Strengths-Based Leadership.
Identify individual processes for decision-making, identifying their biases in decision-making and how those biases influence their decisions.	Intensive presentations and exercise The Ministry Development Plan Assigned literature and journaling	Evaluation of journal from reading. Evaluation of classroom interaction and small group reporting.
Identify how personality and temperament influence leading.	Intensive presentations and exercise The Ministry Development Plan Assigned literature and journaling	Evaluation of intensive participation, including journaling of assigned reading.

		Evaluation of small group sharing.
Demonstrate an understanding of their personal resources for inherited mental models of leadership.	Intensive presentation and exercise The Ministry Development Plan Assigned literature and journaling	Evaluation of the quality of intensive participation, including intensive journaling
Expand their understanding of leadership within the context of Seventh-day Adventism.	Intensive presentation and exercise Assigned literature and journaling	Evaluation of the quality of the intensive participation, including intensive journaling
Grasp with greater clarity various leadership theories, specifically grappling with the questions of power and authority.	Intensive presentation and exercise Assigned literature and journaling Case study Chapter Four	Evaluation of the quality of intensive participation, including intensive journaling Evaluation of critical thinking in Case Study The quality of analysis and learning from Chapter Four
Develop a theology of leadership from the writings of the New Testament.	Intensive presentation and exercise Assigned literature and journaling	Evaluation of the quality of intensive participation, including intensive journaling In-class statement from biblical text
Recognize and identify various levels and components of leadership extending beyond the doing side of leadership.	Intensive presentation and exercise Assigned literature and journaling The Ministry Development Plan Chapter Four	Evaluation of the quality of intensive participation, including intensive journaling Evaluation of MDP Content of Chapter Four

Identify cultural forces at play when leading.	Intensive presentation and exercise Assigned literature and journaling The Ministry Development Plan Chapter Four	Evaluation of the quality of intensive participation, including intensive journaling Evaluation of MDP Content of Chapter Four
Proficiency in the core leadership essentials.	Intensive presentation and exercise The Ministry Development Plan The Case Study	Evaluation of the quality of intensive participation, including intensive journaling Evaluation of MDP Evaluation of critical thinking in Case Study

C. Grade Points

In-class Case Study Assessments – 60 points (2 x 30pts)

Reading Journals and Reports – 200 points (8 x 25pts)

Ministry Development Plan – 80 points

Methodology paper – 175 points

Context Support Group – 40 points

Small Group Meetings – 40 (2 x 20pts)

Journal During Intensive – 50 points

Total 645 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-

D. Assignment Submission

Please submit all work via my email at johngrys@gmail.com.

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*)

Reading reports and reading journals for pre-intensive books are due the first session of the teaching intensive, **March 17, 2014**. If submitted late, the work will be discounted 10% **per day**. The In-Class Case Studies and Small Group Meetings will be due the final hour of each week’s intensive (**March 21 and March 27**, respectively). The remaining assignments are due **November 23, 2014**. 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 presents a bird’s eye view of what the chapter will cover.	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 chapter will cover.	There is no introduction or no clear connection between the introduction and the 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

UNIVERSITY POLICIES

Classroom Seating

All seating will be on a first-come, first-seat basis throughout the duration of the class.

Disability Accommodations

If you qualify for accommodations under the American Disabilities Act, please see the instructor for a referral to assist you in arranging accommodations.

Late Assignment Submission

If submitted late (after midnight EST), the work will be discounted 10% per week (except for pre-intensive reading reports—this will be 10% per day).

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

Currently, I serve as pastor of the Burr Ridge, Naperville District in the Western Suburbs of Chicago, Illinois. I experienced God’s grace while pastoring in places like Miami, Florida; Richmond, Virginia; Chattanooga and Knoxville, Tennessee; Napa, California, and Wenatchee, Washington. I even had the privilege of spending a year in Geneva, Switzerland pastoring an English-speaking church in that beautiful city. Growing up during my formative years in Chicago prepared me for the variety of life I have experienced.



Through all the twists and turns of life, God’s grace and truth has been good to me. In the Summer of 2011, I completed my Doctor of Ministry in Leadership at the Seminary in Andrews University. During that time, I was given the opportunity to launch a new journal, *The Journal of Applied Christian Leadership* that is operated by the Christian Leadership Center at the Seminary. My area of specialty concerns organizational and human culture and the question of transformational leadership. My

project focused on helping our local church leaders identify their mental models of leadership and examine how that impacts their leading.

My areas of study and writing revolve around the following: church history (including Adventist), organizational culture, leadership, issues of human development, the formation of the canon, and the contextualization of the gospel. I presented a paper at the Association of Seventh-day Adventist Historians gathering at Union College in the Spring, 2013. The title of the paper was, “Bird in a Cage: The Presidency of Arthur Grosvenor Daniells.” I am currently doing research to write a book focusing only on his presidential years.

When not spending time writing, reading, or just hanging out with friends, I am getting reacquainted with the city of my formative years, Chicago. In all these activities, I am a novice (though I did enjoy the backpacking into Petra while in seminary). I find myself thinking often, “There is so much to learn and so little time. Thank goodness for eternity!” Probably my favorite activity is to sit in an airport overseas and watch people. How vast is God’s creation!

And yes, while ministry and education continues to provide a rich field of learning for my life, nothing contributes more to that field of learning than my family. My wife, Cristina Matos-Grys, while born in Portugal, was raised on the continent of Africa, in Angola. She currently serves as a chaplain at Adventist Bolingbrook Hospital outside Chicago. I have two boys, Jason and Kristofer. While the first is taking this year to attend Sagunto College in Valencia, Spain, our youngest is a junior at Hinsdale Adventist Academy outside Chicago. Talk about multi-cultural ministry!