Leadership Concentration, 2013 NAD Cohort
Year Four
CHMN 780

LEADING AND MANAGING THE CHURCH ORGANIZATION

2015

Instructor: Stanley E. Patterson, PhD

Andrews
University
Seek. Affirm. Change.

Andrews ◊ University

CHMN780
LEADING AND MANAGING THE CHURCH ORGANIZATION
Leadership Concentration, NAD Cohort 2013

GENERAL MODULE INFORMATION

Intensive location:	Andrews University, Berrien Springs, MI
Room:	S215
Intensive Dates:	January 12-22, 2016
	Monday – Friday 8:00am – 5:00pm
	(Friday session ends at noon)
Credits offered:	5

INSTRUCTOR CONTACT DETAILS

Professor:	Professor Stanley E. Patterson, PhD
Telephone:	(269) 240-4900 (m)
Email:	patterss@andrews.edu; patterson.stan@gmail.com
SKYPE:	stanley.patterson

BULLETIN MODULE DESCRIPTION

Local churches and denominational organizations present challenges in leadership, management, and administration. This module combines previous requirements of the Doctor of Ministry leadership concentration and an informed foundation of biblical leadership to help participants excel in skills like strategic planning, managing change, team building, resource management, communication, mentoring, and coaching.

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 course is prepared especially for leaders and managers of church, community, education, and non-profit organizations.

Each course participant will integrate essential leadership principles and administrative practices into their context of leadership and demonstrate competencies in a portfolio of experience. Participants will share accountability for their development in peer groups that meet outside of the two week intensive.

MOODLE ACCESS, 365-DAY LIMIT

Moodle access for this module is limited to 365 days. Registered students generally have access to Moodle 60 days prior to the first day of the intensive. All module assignments are to be submitted through Moodle according to the due dates outlined in this syllabus.

MODULE MATERIALS

Required:
For ISBN and price information, please see the listing at the Bookstore www.andrews.edu/bookstore.

> *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.

COURSE OUTCOMES

At the conclusion of this module participants may expect to:
1. Project an attitude of authentic abundance in terms of the resources necessary for task/project accomplishment
2. Communicate effectively to all who populate the leader's personal leadership sphere of influence
3. Plan with an inclusive flexible strategy that is both coherent and inspiring
4. Manage human, financial, and other tangible resources with integrity and competence
5. Organize and lead teams that encourage excellence and collaboration in a non-hierarchical context
6. Assess people and projects in a comprehensive and ethical manner.

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 Chaplaincy Concentration in their DMin program.

2013 NAD Cohort				
Course #	**Course Name**	**Instructors**	**Intensive Dates**	**Intensive Location**
CHMN747	Christian Leadership (4 cr) Daily schedule for intensive	Skip Bell	Jan 8-15, 2013	Orlando, FL
GSEM790	DMin Project Seminar (4 cr) Daily schedule for intensive	Bill Knott and/or David Penno	Jan 16-24, 2013	Orlando, FL
GSEM706	Spiritual & Theological Foundations for Ministry (8 cr) Daily schedule for intensive	Jon Dybdahl or Joe Kidder	May 5-16, 2014	Andrews University
CHMN760	Advanced Leadership Competencies (5 cr)	Skip Bell	Jan 13-23, 2015	Orlando, FL
GSEM796	DMin Project (3 cr)		spring semester 2015	
CHMN780	Leading & Managing the Church Organization (5 cr)	Stan Patterson	Jan 12-22, 2016	Orlando, FL
GSEM796	DMin Project (3 cr)	Skip Bell	spring semester 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.

I. Pre-Intensive

A. Pre-Intensive Reading:

Reflective Reading Journals: Do the required reading for all texts and submit a two page journal of reflection for each book (this is not a report of what the author says but your reflection on what he/she says) written chapter-by-chapter. Take a common sense approach—read for learning but feel free to scan pages that seem redundant. Once the author has made his/her point often the rest of the section or chapter is expansion on the point already made. Read for learning!! In long books economize the reflection by writing only a focused sentence or two. Journal for learning!! A sample reflective journal is available on Moodle. Reports and journals are not returned. ***Due January 12, 2016 upload file to Moodle/Learning Hub, no hardcopies will be accepted.***

> *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.
C. Participation in discussion, group activities, journaling, and compilation of notes is expected.
D. A cohort field experience is planned for Sunday, January 17. An assessment form will be provided that must be filled out and submitted via Moodle on **Monday before 8:00 am**.

III. Post Intensive

  A.   **Project Chapters**
    1. **Chapter 1**: *June 30, 2016*
        a. Description of the Ministry Context (this would include their role in the context, and could include the student's particular passion for ministry)
        b. Statement of the Problem
        c. Statement of the Task
        d. Delimitations of the Project
        e. Description of the Project Process
        f. Definition of Terms (Optional)

2. **Chapter 5:** *August 31, 2016*

This chapter focused on the outcomes of your intervention, whether successful or not, and an explanation of the project implementation strategy you followed. Recommendations and Conclusions emerging from your project are reported in Chapter 6 which you will do without submitting it as a course assignment.

Chapter five of your project document, a paper of 16-22 pages, no more than 25 pages, will be required providing the narrative of your project challenge. Follow the instructions of your project seminar for the form of chapter five.

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.

B.   **Book Review:** Choose a book broadly related to leadership published in 2013 or later. Read it and write a short review (800 words+/-) for consideration of publication in the *Journal of Applied Christian Leadership*. The expectations for this assignment are in the rubric on page 10 and should guide you in terms of content and organization of the paper. If the book length exceeds 250 pages you may collaborate with another student to share the reading and submit a co-authored review of 1000 words length. Check with me by emailing the bibliographic info to avoid duplicating someone else's choice. **Due May 15, 2016**

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

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 *March 31, 2016.*

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 *August 31, 2016.*
2. The first group meeting must occur on or before, and review the work of each student on their chapter five by *March 31, 2016.*
3. The second group meeting must occur on or before *July 31, 2016 a*nd review the case study done by each student.
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 session with your mentor, and report the (a) name (b) contact information (c) a one page journal of session dates and reactions to the sessions to the lead teacher on *September 31, 2016.*

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 pages/hr.
- Average writing speed   3 hr./page

The time for this module is calculated as follows:

Reading and journaling (approximately 2,880 pages):   150 hours (reading) & 36 (journaling)
Intensive: 60 hours
Journaling during intensive   2 hours
L'ship assessment of local 1st day congregation   4 hours
Book Review   10 hours
Context support groups   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
Ministry Development Plan   5 hours
Total   280 hours

B. Criteria for Grades

Assessment is accomplished by evaluating participation and assignments around the outcomes of the concentration. 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. See the chapter rubric guidelines at the Doctor of Ministry web site for further information.

Outcome of the Concentration	Learning Resources Provided in This Module	Process of Assessment

Team Leadership; Communication; Ethical Management of Resources	Reading the assigned pre-intensive books with encouragement to journal each chapter to record key content and reflective reaction.	Five separate questions related to a key concept in each book will be presented that will be answered in 5 separate short essays throughout the module dates.
Strategic Planning	Chapter 1 of the DMin Project	The writing and submission of Chapter 1 involved the organization and reporting of a basic strategic plan for accomplishing the DMin project intervention
Assessment	Chapter 5 of the DMin project	Assess and report the outcomes of the DMin project intervention
Communicate	Book Review	Book review assignment measures critical analysis skills, concept application, and theory to practice effectiveness in a written form.

C. Grade Points

Reading Journals - (90)	96 - 100% - A
Chapter 1 (Introduction) - (70)	93 - 95% - A-
Chapter 5 (Implementation) – (100)	90 - 92% - B+
Book Review – (50)	85 - 89% - B
Small Group Meetings – (2x25)	82 - 84% - B-
Journal During Intensive – (80)	79 - 81% - C+
L'ship Assessment of local Congregation (50)	75 - 78% - C
Total 515 points	72 - 74% - C-

D. Assignment Submission

All assignments should be submitted in digital form to the CHMN780 Moodle site. The student is responsible for retaining a "Sent" copy for verification purposes. The professor will keep all assignments and reports turned in to receive a grade for this course until the final grades have been submitted.

E. Assignment submission / Late 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	No grade will be given

Reading reports and reading journals for pre-intensive books are due the first session of the teaching intensive, **January 12, 2016**. If submitted late, the work will be discounted 10%. The remaining assignments are due **September 31, 2016**. **All assignments must be submitted to Moodle/Learning Hub, no hardcopy assignments will be accepted.**

F. Student grades will be recorded by **January 31, 2017.**

Rubric for Assessing the CHMN543 Book Review			
	Grade range-90-100%	**Grade range-80-89%**	**Grade Range < 80%**
Focus: *author's thesis; book's content*	Clearly communicates the author's thesis/main idea and succinctly summarizes the book's content	Adequately communicates the author's thesis and summarizes the book's content	Does not clearly communicate the author's thesis and/or summarize the book's content
Critique: *evaluation on behalf of the leadership community; Includes specific language about strengths and weaknesses; not a personal reaction*	Interacts with and critiques the author's ideas at a high level on behalf of the leadership community	Adequately critiques the author's ideas on behalf of the community	Does not offer a helpful critique, and/or does not critique on behalf of the community, and/or too much personal reviewer bias
Application: *applied aspect for Christian leaders; not limited to reviewer's personal context*	Shares clear and practical application of the author's ideas for Christian leaders	Adequately applies the author's ideas for Christian leaders	Does not sufficiently apply the author's ideas for Christian leaders, and/or application limited to reviewer's personal context
Recommendation: *to read this book or not, and why*	Clearly and strongly recommends whether or not to read the book, including a summary of reasons why	Adequately recommends whether or not to read the book	Does not strongly recommend whether or not to read the book and/or include reasons why
Note: "Author" refers to the book author; "reviewer" refers to the book reviewer. If appropriate, some information about the author might be included: Who is he/she? Why write this book? Any information about what makes the author an authority on the book's subject is helpful, especially if the author is relatively unknown. Things that should *not* be in a review: ❖ Rants about negative or positive aspects of the book. ❖ Expressions of personal prejudices: "I liked/didn't like X aspect of the book…"			

Note: "Author" refers to the book author; "reviewer" refers to the book reviewer.

Reviews should ideally be 500-750 words. If the review is much more than 1,000 words it probably needs to be trimmed down.

If appropriate, some information about the author might be included: Who is he/she? Why write this book? Any information about what makes the author an authority on the book's subject is helpful, especially if the author is relatively unknown.

Things that should *not* be in a review:
❖ Rants about negative or positive aspects of the book.
❖ Expressions of personal prejudices: "I liked/didn't like X aspect of the book…"

❖ Overly personalized application: "This book helped/influenced/taught me…" Remember: the book review is on behalf of *JACL's* readership, which is the leadership community.

Criteria for Assessment of the Post Intensive Paper:

Chapter 1 Introduction

Category	4.00 Target	3.00 Needs Improvement	2.00 Incomplete	1.00 Unacceptable
Contents	The chapter includes all of the following components: Description of the Ministry Context, Statement of the Task, Statement of the Problem, Delimitations of the Project, Description of the Project Process, and Definition of Terms.	Only 1 of the elements is missing.	Only 2 of the elements are missing.	More than 2 of the elements are missing.
Description of the Ministry Context	A concise/precise (no more than 2 pages) description of the context where the project will be implemented.	Sets a clear context for the implementation of the project, but is three to four pages in length.	What is shared about the context for the project is not concise (over 4 pages).	It is not clear what the context for the project is.
Statement of the Problem	The problem is clearly defined and supported by clear, objective evidence.	The problem is clearly defined and supported by subjective evidence.	The problem is not clearly defined and/or not supported by evidence.	The problem is not clearly defined, not supported by evidence.
Statement of the Task	Clearly states what you are going to do, with whom, and why.	Clearly states what you are going to do, with whom, but is less clear on why.	The what, who, and why are vague.	It is not evident what you intend to do, with whom or why.
Delimitations of the Project	Expresses a clear understanding of the self-imposed limitations of the project.	Expresses an understanding of the self-imposed limitations of the project.	It is unclear what the self-imposed limitations of the project are.	There are no self-imposed limitations.
Description of the Project Process	The section is well organized. It outlines a clear and logical sequence of steps.	The section is organized. One idea may seem out of place.	The outlined steps do not seem to have a logical flow.	Steps seem to be randomly organized.
Definitions of Terms	Esoteric terms central to the study and used throughout the project document are listed in alphabetical order. The terms are defined by the literature in the field with proper citation.	Esoteric terms central to the study and used throughout the project document are listed in alphabetical order. The terms are defined by professional sources such as a dictionary or encyclopedia with proper citation.	The terms are not in alphabetical order or cited properly.	Esoteric terms central to the study and used through the project document are not defined.
Format	The chapter formatting follows proper	There is 1 formatting mistake.	There are 2 formatting mistakes.	There are 3 or more formatting mistakes.

	Andrews Standards for Written Work.			
Style	The chapter follows APA style, including 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 are 1 or 2 spelling, grammar, or punctuation errors.	There are 3 or 4 spelling, grammar, or punctuation errors.	There are more than 4 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	10-12 pages	13-15 pages	16-20 pages	More than 20 pages

* 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.

Chapter 5 Narrative of Intervention Implementation

CATEGORY	4.00 Target	3.00 Needs Improvement	2.00 Incomplete	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.
Implementation Narrative	A **concise** narrative of the precise chronological implementation of the intervention is given.	A narrative of the precise chronological implementation of the intervention is given.	The implementation narrative does not move in chronological fashion and/or it gets side-tracked with tangents that are not relevant to the implementation process.	No narrative of the implementation of the intervention is given.
Format	The chapter formatting follows proper *Andrews Standards for Written Work.*	There is 1 formatting mistakes.	There are 2 formatting mistakes.	There are 3 or more formatting mistakes.
Style	The chapter follows APA style, including 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 is1 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	20-25 pages	26-30 pages	31-40 pages	More than 40 pages

Disability Accommodations
If you qualify for accommodation under the American Disabilities Act, please contact Student Success in Nethery Hall 100 (disabilities@andrews.edu or 269-471-6096) as soon as possible so that accommodations can be arranged.

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 tardy marks 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

I currently serve the educational needs of ministry professionals engaged in graduate studies at the Seminary. My primary focus within the Christian Ministries Department apart from serving as department chair and Professor is master and doctoral level classes in leadership and administration. In addition, I serve as the executive director of the Christian Leadership Center of Andrews University which is dedicated to providing Christian Leadership development and guidance to organizations and ministry teams around the world.

God has led me through seventeen years of pastoral ministry in Texas, Wyoming, Colorado, and Georgia. I have served the needs of pastors for two years as a ministerial director in the Greater New York Conference and for twelve years in the Georgia-Cumberland Conference as ministerial director and vice-president for pastoral ministries and evangelism.

I was granted a Ph.D. in Leadership and Administration from Andrews University in 2007. My research and subsequent dissertation explored the leadership roles and relationships of pastors and educators in the context of the SDA church school.

Glenda blesses my life as my wife and we make our home in Berrien Springs, Michigan. We have four children and six grandchildren.

The love given me by my family is a constant strength and a reminder of my humanity. The joy of cabinet and furniture making, tinkering with computers, genealogy research and birding are my hedge against imbalance.

11/18/2015