

PATH 543-111—Christian Leadership in a Changing World

Spring, 2024

*Alain Coralie, PhD***CLASS & CONTACT INFORMATION**

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| Class location: | North Pacific Union Conference 5709 N. 20th Street Ridgefield, WA 98642 |
| Class dates: | February 11-15, 2024 |
| Class time/day: | Sunday 11: 5:00pm - 8:00pm Monday 12 - Thursday 15: 8:00am - 12:30pm; 2:00pm - 6:00pm |
| Credits offered: | 3 credits |
| Course Website: | learninghub.andrews.edu |
| Instructor Telephone: | (269) 471-3190 |
| Instructor Email: | coralie@andrews.edu |

COURSE DESCRIPTION

This course explores biblical and theological principles of Christian leadership, organizational theory, and systems thinking applicable to the church. It seeks to instill in students servant leadership qualities. Additionally, it facilitates growth in administrative areas such as strategic planning, managing change, finance, Christian education, and conflict management.

PROGRAM & COURSE LEARNING OUTCOMES

The MAPM program seeks to help you achieve the **Program Learning Outcomes** basic to your chosen profession. Your Program Learning Outcome primarily addressed in this course is: “Demonstrates an understanding of how to empower church members for leadership.”

The following **Course Learning Outcomes** contribute to the overall Program Learning Outcomes by identifying the key learnings to be achieved by diligent work in this course. The student should be able to:

1. Demonstrate advanced understanding of the biblical and theological principles of servant leadership.
2. Apply leadership theory to the church and its administration.
3. Describe behavior necessary to minister and empower people for ministry in diverse and multi-cultural settings.
4. Evaluate their effectiveness in organizing, equipping, and mobilizing others appropriately for mission and ministry.
5. Minister in a way that reflects the character of Christ and exemplifies personal integrity and professional ethics.
6. Understand Christ's model of the reconciling ministry as a peacemaker.

For more details on Course Learning Outlines, see Appendix 2

COURSE OVERVIEW AND TOPICS

This course will help to equip administrators, chaplains, evangelists, pastors, and teachers to work effectively as spiritual leaders in the Adventist Church and beyond. Students will learn how to base their practice of leadership on biblical theology and sound academic theory of leadership. Some aspects of learning will take place in small groups, so that students can experience the reality of working with groups of people as a leader in the church and elsewhere.

| Date | Topics | CLOs Addressed |
|-----------|---|----------------|
| Feb 11-15 | <ul style="list-style-type: none"> - Introduction & Orientation - Definition of Leadership - Biblical and Theological Foundations of Leadership - Leadership Theories and Philosophies - Ellen White on Leadership - Empowering Others - Church Organization and Authority - The Use of Power in the Church - Leading Change - Ministry in Teams - Leading Committees - Cross-Cultural Leadership - Resolving Conflict - Strategic Planning - Integrity and Ethics | 1-6 |

COURSE MATERIALS

Required Course Materials:

1. Blackaby, H. T., & Blackaby, R. (2011). *Spiritual leadership: Moving people on to God's agenda* (Rev. & exp. ed.). Nashville, TN: B & H.
2. Bell, S. (Ed.). (2014). *Servants & friends: A biblical theology of leadership*. Berrien Springs, MI: Andrews University Press. **(Read the Forward, Preface, Introduction, Section Four, and one chapter of your choice from each of Sections One, Two, and Three)**
3. Valentine, G. M. (2011). *The prophet and the presidents: Ellen G. White and the processes of change, 1887-1913: A study of Ellen White's influence on the administrative leadership of the Seventh-Day Adventist Church*. Oshawa, Ont., Canada: Pacific Press.

Recommended Course Materials:

1. Blanchard, K., & Hodges, P. (2008). *Lead Like Jesus: Lessons from the Greatest Leadership Role Model of All Time*. Nashville, TN: Thomas Nelson.
2. Blanchard, K., and Conley R. (2022). *Simple Truths of Leadership*. 1st ed. Berrett-Koehler Publishers.
3. Bonem, M., & Patterson, R. (2021). *Leading from the Second Chair: Serving Your Church, Fulfilling Your Role, and Realizing Your Dreams*. San Francisco, CA: Jossey-Bass.
4. Bolsinger T (2019). *Canoeing the Mountains: Christian Leadership in Uncharted Territory*. Downers Grove, IL: IVP Books.
5. Branson, M. L., & Martínez, J. F. (2023). *Churches, Cultures, and Leadership: A Practical Theology of Congregations and Ethnicities*. Downers Grove, IL: IVP Academic.
6. Comer, J.M. (2019). *The Ruthless Elimination of Hurry: How to Stay Emotionally Healthy and Spiritually Alive in The Chaos of The Modern World*. WaterBrook.
7. Elmer, D. (2006). *Cross-Cultural Servanthood: Serving the World in Christlike Humility*. Downers Grove, IL: IVP Books.
8. Greenleaf, R. K. (2002). *Servant Leadership: A Journey into the Nature of Legitimate Power and Greatness*. New York, NY: Paulist Press.
9. Irving, J. A., & Strauss, M. L. (2019). *Leadership in Christian Perspective: Biblical Foundations and Contemporary Practices for Servant Leaders*. Baker Academic.
10. Knight, G. R. (2017). *Adventist authority wars, ordination, and the Roman Catholic temptation*. Westlake Village, CA: Oak and Acorn.
11. Kouzes, J. M., & Posner, B. Z. (2007). *The leadership challenge* (4th ed.). San Francisco, CA: Jossey-Bass.

12. Lencioni, P. (2020). *The Motive: Why So Many Leaders Abdicate Their Most Important Responsibilities*. Hoboken, NJ: Jossey-Bass.
13. Maxwell, J. C. (2019). *Leadershift: The 11 Essential Changes Every Leader Must Embrace*. HarperCollins Leadership.
14. McNeal, R. (2000). *A Work of Heart: Understanding How God Shapes Spiritual Leaders*. San Francisco, CA: Jossey-Bass.
15. Nieuwhof, C. (2021). *Didn't See It Coming: Overcoming the Seven Greatest Challenges That No One Expects and Everyone Experiences*. WaterBrook.
16. Northouse, P. G. (2021). *Leadership: Theory and Practice* (9th ed.). Los Angeles, CA: Sage Publications.
17. Platt, D. (2013). *Follow Me: A Call to Die. A Call to Live*. Tyndale House Publishers.
18. Rendle, G. (2018). *Quietly Courageous: Leading the Church in a Changing World*. Rowman & Littlefield.
19. Sanders, J. O. (2017). *Spiritual Leadership: Principles of Excellence for Every Believer*. Moody Publishers.
20. Scazzero, P. (2021). *The Emotionally Healthy Leader: How Transforming Your Inner Life Will Deeply Transform Your Church, Team, and the World*. Grand Rapids, MI: Zondervan.
21. Stanley, A. (2006). *Next Generation Leader: 5 Essentials for Those who Will Shape the Future*. Multnomah.
22. Stanley, P. D., & Clinton, J. R. (1992). *Connecting: Finding mentors you need to be successful in life*. Colorado Springs, CO: NavPress.
23. Tripp, P. D. (2020). *Lead: 12 Gospel Principles for Leadership in the Church*. Crossway.
24. Valentine, G. M. (2011). *The prophet and the presidents: Ellen G. White and the processes of change, 1887-1913: A study of Ellen White's influence on the administrative leadership of the Seventh-day Adventist Church*. Oshawa, ON, Canada: Pacific Press.
25. White, E. G. (1985). *Christian Leadership*. Silver Spring, MD: Ellen G. White Estate.

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

PRE-INTENSIVE COURSE REQUIREMENTS

Reading and Critical Journaling: 30% - Due February 12, 2024.

1. Blackaby, H. T., & Blackaby, R. (2011). *Spiritual leadership: Moving people on to God's agenda* (Rev. & exp. ed.). Nashville, TN: B & H.
2. Bell, S. (Ed.). (2014). *Servants & friends: A biblical theology of leadership*. Berrien Springs, MI: Andrews University Press. (**Read the Forward, Preface, Introduction, Section Four, and one chapter of your choice from each of Sections One, Two, and Three**)

For *each* book, the student will write a separate three-to-six-page double spaced journal of reflection critical journal entry. This should be typed in a Word document in Times New Roman Font, size 12, double spaced and submitted on LearningHub on the due date.

Submit your reflections on all the books assigned for specific weeks as a single document.

These critical journal entries should be written following the format below:

Summary: Not more than ½ page

Critique: Provide your critical perspective on *each* book: (1) What new insights have you gained? and (2) If you were to re-edit the book, what would you add and why?

Implication for ministry: Suggest practical implications and application, i.e, how you intend to apply the insights you have gained from the assigned reading to your personal life and ministry.

IN-SESSION ASSIGNMENT

Class Attendance (See attendance policy above) and Participation—5%

Final Exam (100 points)—February 15, 2024—40% : This will be a timed, closed book comprehensive exam. Each student will have 2 hours to complete the exam. The exam will be made up of true or false, matching, short answer, and essay style questions.

POST-SESSION ASSIGNMENT

Valentine, G. M. (2011). *The prophet and the presidents: Ellen G. White and the processes of change, 1887-1913: A study of Ellen White's influence on the administrative leadership of the Seventh-Day Adventist Church*. Oshawa, Ont., Canada: Pacific Press. – **Due May 28, 2024—25%.**

For this assignment:

1. Submit a statement affirming whether you have read Valentine, G. M. (2011). *The Prophet and the Presidents* in its entirety or not.
2. Provide a three-page critical reflection on the book as a whole, focusing on new insights gained and how you will *practically* incorporate some of that into your ministry.

In order to make grading fair for everyone, grades will be assigned on the basis of the above requirements alone. No individual arrangements will be made for those requesting last minute grade adjustment or extra credit.

(The AU Bulletin states that: "An Incomplete (I) indicates that the student's work is incomplete because of illness or unavoidable circumstances and not because of negligence or inferior performance. Students will be charged an incomplete fee for each incomplete grade issued."). Process any incomplete request through the Student Success Center.

GUIDELINES FOR COURSE ASSIGNMENTS

Grades are based on the independent learning activities below which provide practice toward, and assessment of, the learning outcomes of this course. Assignments are to be turned in on LearningHub before 11:59 pm on the day they are due. Please do not email any assignment to the course instructor.

TIME EXPECTATIONS FOR THE COURSE

Advanced theological education is designed to immerse the learner in deep theological study and introspective reflection. Seminary course expectation is to challenge the student by examining his/her own premises against the study, research and inspiration of biblical scholarship. This will take intentionality and time on your part. Course load is guided by the expectation that students will spend a total of 45 hours of course exposure to earn 1 hour of academic credit. That translates into 90 hours invested for a 2-credit class, and 135 hours for a 3-credit course. Students are advised to spend their time accordingly to meet course requirements and deadlines.

In order to achieve the outcomes of this course, learning time will be distributed as follows:

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| Instructor Contact Hours | Face to Face Instructional Time | 45 hours |
| Independent Learning Activities | Pre-intensive Reading and Critical Journal Entries | 40 hours |
| | Post-intensive Reading and Critical Journal Entries | 45 hours |
| | Final Exam Preparation | 5 hours |
| Total Hours: | | 135 hours |

Late Submission

The following penalties will be applied for late submission of assignment items (excluding exams, which must be taken on the day scheduled):

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|------------------------|--|
| Late up to 1 day: | 5% penalty |
| Late 2-3 days: | 10% penalty |
| Late 4-5 days: | 15% penalty |
| Late 6-7 days: | 20% penalty |
| Late more than 7 days: | Grade of zero: no assignments accepted beyond 7 days |

LETTER GRADES AND PERCENTAGES

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|---------|----|--------|----|--------|----|
| 96-100% | A | 84-87% | B | 73-76% | C |
| 92-95% | A- | 80-83% | B- | 69-72% | C- |
| 88-91% | B+ | 77-80% | C+ | 61-68% | D |

ABOUT YOUR INSTRUCTOR

I am an Assistant Professor of Leadership at the Seminary. Previously, I served as a pastor, Conference departmental director in my home country of Mauritius. In addition, I have also served for 16 years as a missionary, working as a Union Education Director and Union Executive Secretary in Madagascar and as a Division Associate Secretary and Division Executive Secretary in East-Central Africa.

After earning a BA in Modern Languages from Université de la Réunion and receiving God's call to the ministry, I pursued a Master in Divinity at Andrews University. Later on, I pursued further studies in England with a Masters of Theology in Applied Theology from the University of Oxford, and a PhD in Theology from the University of Bristol.

In my free time, I enjoy photography, listening to diverse musical genres, and spending quality time with family. Though at home in the classroom and the boardroom, I remain a pastor at heart.

My goal is to equip the next generation of church leaders to profoundly love Jesus, serve His church, and impact the world.



OTHER COURSE-RELATED POLICIES

Attendance

Regular attendance is required at all classes and other academic appointments. When the total number of absences exceeds 10% of the total course appointments, the teacher may assign 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.

Academic Integrity

The Seminary expects its students to exhibit rigorous moral integrity appropriate to ministry leaders representing Jesus Christ. Complete honesty in academic matters is a vital component of such integrity.

Any breach of academic integrity in this class is subject to discipline. Consequences may include receipt of a reduced or failing grade, 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. A record of academic integrity violations is maintained by the University Student Academic Integrity Council. Repeated and/or flagrant offenses will be referred to an Academic Integrity Panel for recommendations on further penalties.

Academic Dishonesty includes:

- Plagiarism in which one fails to give credit every time use is made of another person's ideas or exact words, whether in a formal paper or in submitted notes or assignments. Credit is to be given by use of:
 - Correctly designed and inserted footnotes each time one makes use of another individual's research and/or ideas; and
 - Quotation marks placed around any exact phrases or sentences (3 or more words) taken from the text or speech of another individual.
- Presenting another's work as one's own (e.g., placement exams, homework assignments);
- Using materials during a quiz or examination other than those explicitly 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
- Submitting the same work or major portions thereof, without permission from the instructors, to satisfy the requirements of more than one course.
- Submitting Artificial Intelligence (AI) generated text for your different assignments is not permitted. AI-generated content constitutes plagiarism and is a violation of the Andrews University academic integrity standards for students. Student assignments will be

submitted to AI and/or plagiarism detection tools to ensure that the student work product is human-created, not AI-generated.

For additional details see: https://www.andrews.edu/academics/academic_integrity.html

Incomplete Policy

Students who experience extenuating circumstances such as a death in the family, a major car accident, or hospitalization may apply for an Incomplete.

An Incomplete can be assigned only if the following stipulations are met:

- When the major portion of the work for the course has been completed
- The request comes due to illness or unavoidable circumstances
- Incompletes cannot be assigned because of negligence or inferior performance
- If a student does not finish an Incomplete and fails the class, they must attend and repeat the course and submit all the required course work.

Diversity and Inclusion Statement

As a learning community, we will work intentionally to ensure that everyone feels a sense of inclusion, love, respect, and value. We will purposely work to fight against racism, misogyny, xenophobia, and all other forms of discrimination.

As your instructor, I commit to respect and serve you to the best of my abilities. I intent to present course materials that facilitate respectful interactions, to provide the appropriate support when we discuss difficult topics, and to be a co-learner with you on this journey.

I am open to having difficult conversations and I will strive to create an inclusive classroom atmosphere that values all perspectives. If at any time, I fall short of the mark, please feel free to contact me via email or during office hours.

Academic Accommodations

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

Use of Electronics

No recording or streaming is permitted in seminary courses.

Courtesy, respect, and professionalism dictate that laptops and cell phones are to be used only for class-related activities during class time.

Communications and Updates

Email is the official form of communication at Andrews University. Students are responsible for checking their Andrews University e-mail, Moodle, and iVue alerts regularly.

LearningHub Access

Andrews University Learning Hub hosts this course online. Your Learning Hub username and password are the same as your Andrews username and password. Use the following contact information if you need technical assistance at any time during the course, or to report a problem with LearningHub.

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|---|-----------------------------|----------------|
| Username and password assistance | helpdesk@andrews.edu | (269) 471-6016 |
| Technical assistance with Learning Hub | dlit@andrews.edu | (269) 471-3960 |
| Technical assistance with your Andrews account | andrews.edu/hdchat/chat.php | |

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.

Please Note: The instructor reserves the right to revise the syllabus, with the consensus of the class, at any time during the semester for the benefit of the learning process. The up-to-date Course Description for this course may be found at www.learninghub.andrews.edu

APPENDIX 1: INTERPRETING LETTER GRADES

Letter Grades and Percentages

| | | | | | |
|---------|----|--------|----|--------|----|
| 96-100% | A | 84-87% | B | 73-76% | C |
| 92-95% | A- | 80-83% | B- | 69-72% | C- |
| 88-91% | B+ | 77-80% | C+ | 61-68% | D |

THE A GRADE

An A grade is given only when a student not only fulfills the criteria for a B grade, but in doing so demonstrates an advanced academic aptitude for content knowledge, critique, synthesis and independent insight, while exhibiting highly developed communication skills and professional publication standards that would allow them to pursue a highly competitive academic career.

THE B GRADE

The B grade is a sign that you have competently fulfilled all of the requirements stipulated for an assessment or competency evaluation. It is a very good grade and demonstrates a high level of

the knowledge, insight, critical competence and professional presentation standards essential for an individual wishing to pursue a career as a professional leader in ministry.

THE C GRADE

The C grade differs only from a B grade in that the traits outlined in the B grade above are not consistently applied. However, with diligence and by applying feedback from your lecturer, the academic process can provide opportunity for a student to improve their consistency, and hence, their grade.

THE D GRADE

The D grade points to a limited level of knowledge, insight, and critique, as well as to inadequate quality of written work. This may be because of a lack of time management on the part of the student, difficulty grasping the concepts being taught, use of English as a second language, or a personal issue that is affecting one's concentration and motivation levels. Again, with diligence, applying feedback from your lecturer, and seeking services offered by the University like the writing lab or the counseling center, the academic process can provide an opportunity for a student to significantly improve their performance.

THE F GRADE

A failing grade is given when very limited or no demonstrable competency has been observed.

APPENDIX 2: PROGRAM LEARNING OUTCOMES

- 1) (Character) Models spiritual humility, maturity and integrity grounded in a living experience with God in joyful assurance of His salvation, nurtured by the sanctifying presence and power of the Holy Spirit.
- 2) (Scholarship) Manifests the practices of a Biblical scholar-theologian engaging the Bible, Christian/Adventist heritage and professional resources with theological maturity for personal growth and for facilitating the theological competence of others.
- 3) (Discipleship & Evangelism) Demonstrates personal commitment, passion and essential skills for discipleship and evangelism, while equipping members to carry out ministry within the scope of the local and global mission of the Seventh-day Adventist church.
- 4) (Leadership) Exercises creative and visionary leadership as a minister and servant of Christ, discerning the needs, spiritual gifts and potential of others, in order to equip and engage in their God-given ministries.
- 5) (Worship) Facilitates enriching corporate worship that brings diverse peoples into the transforming presence of God.
- 6) (Administration/Management) Engages the abilities of self and others to strategically steward personal and corporate resources including time, health, finances, property and service in areas of spiritual giftedness.

- 7) (Relationships) Models effective relationships with people of diverse cultures, backgrounds, character, and persuasions, reflecting the wisdom, compassion, and discernment of Jesus through the work of the Spirit.

Please Note: *The instructor reserves the right to revise the syllabus at any time during the semester for the benefit of the learning process. Students will be informed about any revision. The up-to-date Course Description for this course will be found at www.learninghub.andrews.edu*