Leadership Concentration, 2016 Cohort
Year One

CHMN747 CHRISTIAN LEADERSHIP
2016

Skip Bell, DMin

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CHMN747
CHRISTIAN LEADERSHIP
LEADERSHIP CONCENTRATION
2013 Cohort

GENERAL MODULE INFORMATION

Module acronym: CHMN747
Module name: Christian Leadership
Semester & year: 2016
Intensive location: Riverside, California
Intensive Dates: February 1-9, 2016
Credits: 4

INSTRUCTOR CONTACT DETAILS

Professor: Skip Bell, DMin
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MODULE DESCRIPTION

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

Each participant will integrate essential leadership principles and administrative practices into their context of leadership. Participants will share accountability for their development in peer groups that meet outside of the intensive.

Participants take this course with a cohort as the first in a sequence of CHMN747 Christian Leadership, February 1 – 9, 2016, Riverside, California, GSEM790 DMin Project Seminar, February 10 – 16, 2016, Riverside, California, GSEM706 Spiritual and Theological Foundations for Ministry, April 18 – May 2, 2017, Andrews University (April 18 & 19 is the Field Research Symposium), Implementation Symposium, December 12, 2017, 1:00-5:00 pm (EST), via Zoom, CHMN760 Advanced Leadership Competencies, January 15-25, 2018, Riverside, California, and CHMN780 Leading and Managing the Church Organization, January 14 - 24, 2019, Andrews University, to form a leadership concentration.

Participants will receive an orientation to the leadership concentration, explore issues such as the nature and theory of leadership, a biblical model for servant leadership, the process of leadership development, ethics in leadership, leadership and diversity, and form a ministry development plan (MDP).

CONCENTRATION 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

A cohort group will form with this module, continue together through GSEM 790, GSEM706 Spiritual and Theological Foundations for Ministry, CHMN760 Advanced Leadership Competencies, and CHMN 780 Leading and Managing the Church Organization. Cohort members will meet in groups between intensives and pursue projects that advance their leadership competencies. On completion, they will have completed a leadership concentration in their DMin program.

See the Doctor of Ministry program planner for current information regarding 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 four required pre-session titles. The journal (there will be four, 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 four to six pages, need not follow any particular style, and will not be graded for grammar, writing, etc. 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. Books are often less expensive through online outlets, especially used books at the Amazon online book store.

II. The Intensive

A. Punctual attendance is required for all classes. A maximum of 10% absence of total activities is allowed.
B. Participation in class discussion, group activities, journaling, and compilation of notes are expected.
C. Formation of a Ministry Development Plan will begin during the intensive.
D. A cohort field experience will be planned for Sunday.

III. Post Intensive

A. Journal and report the following two 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. A Ministry Development Plan (MDP) of five to seven pages, double spaced. The Ministry Development Plan will have four sections; a description of your current situation, your vision for your life and ministry following the program, the steps you propose 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 three of your project dissertation, a paper of at least 16 but no more than 22 pages, will be required providing a review of leadership literature relevant to your project challenge. This is the required work in year one that integrates your 6 credits of project learning into the program.

The Andrews University Standards for Written Work, 9th Edition (or more recent edition) will provide the standards for all written work.

D. Students will form a context support group of five persons from their specific ministry context who will meet face-to face annually with them to review their MDP. The meetings will center on personal and professional progress. The first meeting must occur on or before March 1, 2016. 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 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 9, 2016.
2. The first group meeting must occur on or before April 19, 2016, and review the work of each student on their chapter three.
3. The second group meeting must occur on or before June 7, 2016, and review the case study done by each student.
4. Groups may meet by phone conference, face-to-face, or via electronic conference.

F. Each participant will select an effective community, business, education, or church leader, seek permission of that person to write a **case study** based on their experience, observe critical incident roles and behavior of the subject leader within the context of their leadership, sit for an interview of at least 30 minutes with the subject leader or an affiliate, interview a minimum of three persons who interact within the subject leader within their community, and write a 4 to 5 page case study documenting the observations, interviews, and describing specific incidents of behaviors relating to a minimum of three of the six leadership essentials.

G. Select an appropriate field mentor, develop the contract for mentoring, 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 CRITERIA AND COURSE ASSESSMENT ITEMS

A. Criteria for Grades

Assessment is accomplished by evaluating participation and assignments around the competencies of the concentration. There are seven competencies in the area of being, three in the area of knowing, and two broad competencies in the area of doing. The chart below describes the process of judging the integration of those competencies. 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.

Competency of the Concentration	Learning Resources Provided in this Module	Process of Assessment
Spiritual maturity	Intensive presentation and exercise The Ministry Development Plan The literature and journaling assigned	Evaluation of the quality of intensive participation, including daily journaling Journaling of literature: evaluation of critical thinking Evaluation of the MDP

Living by the Spirit (Galatians 5:22-26)	Intensive presentation and exercise The Ministry Development Plan The literature and journaling assigned	Evaluation of the quality of intensive participation, including daily journaling Journaling of literature: evaluation of critical thinking Evaluation of the MDP
Enrichment of personal and family life	Intensive presentation and exercise The Ministry Development Plan The literature and journaling assigned	Evaluation of the quality of intensive participation, including daily journaling Journaling of literature: evaluation of critical thinking Evaluation of the MDP
Greater commitment to ministry	Intensive presentation and exercise The Ministry Development Plan The literature and journaling assigned	Evaluation of the quality of intensive participation, including daily journaling Journaling of literature: evaluation of critical thinking Evaluation of the MDP
A biblical perspective of evangelism, mission, and ministry	Intensive presentation and exercise The Ministry Development Plan The literature and journaling assigned, especially	Evaluation of the quality of intensive participation, including daily journaling Journaling of literature: evaluation of critical thinking Evaluation of the MDP
Positive collegial relationships	Intensive presentation and exercise The Ministry Development Plan The literature and journaling assigned	Evaluation of the quality of intensive participation, including daily journaling Journaling of literature: evaluation of critical thinking Evaluation of the MDP

A global view of society and ministry	Intensive presentation and exercise The Ministry Development Plan The literature and journaling assigned	Evaluation of the quality of intensive participation, including daily journaling Journaling of literature: evaluation of critical thinking Evaluation of the MDP
Exceptional theoretical knowledge of leadership	Intensive presentation and exercise The Ministry Development Plan The literature and journaling assigned, especially The Third Chapter The Case Study	Evaluation of the quality of intensive participation, including daily journaling Journaling of literature: evaluation of critical thinking Evaluation of the MDP Content of Chapter Three The Quality of Analysis and Learning Reflected in the Case Study
An understanding of a biblical theology of leadership	Intensive presentation and exercise The Ministry Development Plan The literature and journaling assigned The Third Chapter The Case Study	Evaluation of the quality of intensive participation, including daily journaling Journaling of literature: evaluation of critical thinking Evaluation of the MDP Content of Chapter Three The Quality of Analysis and Learning Reflected in the Case Study
An understanding of organizational culture and systems thinking	Intensive presentation and exercise The literature and journaling assigned, especially The Third Chapter The Case Study	Evaluation of the quality of intensive participation, including daily journaling Journaling of literature: evaluation of critical thinking Content of Chapter Three The Quality of Analysis and Learning Reflected

		in the Case Study
Practice of the following core leadership essentials	Intensive presentation and exercise The Ministry Development Plan All the literature and journaling assigned The Case Study	Evaluation of the quality of intensive participation, including daily journaling Journaling of literature: evaluation of critical thinking Evaluation of the MDP The Quality of Analysis and Learning Reflected in the Case Study
Proficiency in administrative skills	Intensive presentation and exercise The Ministry Development Plan The Case Study	Evaluation of the quality of intensive participation, including daily journaling Evaluation of the MDP The Quality of Analysis and Learning Reflected in the Case Study

B. Grade Points

Case Study – 130 points
Reading Journals and Reports: 25 points each x 6 books - 125 points
Ministry Development Plan - 80 points,
Literature Review - 175 points
Context Support Group - 40 points
Small Group Meetings – 40 (20x2)
Journal During Intensive - 40 points
Report Regarding Mentor – 40 points
 Total 670 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 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. If submitted late, the work will be discounted 10%. The remainder of the assignments are due August 9, 2016. 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.

D. Course Time Parameters and Calculations

The Doctor of Ministry program requires 56 hours of study for each semester credit. This module is 4 hours, so the entire course module is to require 224 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 – 18 hours
Reading and journaling (approximately 1,650 pages) – 92 hours for the reading and 23 for the journaling = 115
Intensive - 50 hours
Journaling during the intensive – 2 hours
Context support group - 3 hours
Peer group attendance and journaling - 5 hours
Case study - 25 hours
Mentoring – 7 hours
Total 225 hours
Post intensive paper – (60 hours relate to the project credits registered in years three and four)

E. Assignment Submission

Submit assignments electronically or in hard copy. I prefer hard copy where possible. Always keep a copy, and confirm submissions after 30 days.

F. 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 establishes an appropriate context for reviewing the literature, defines and justifies the scope of the review, and provides a roadmap for the progression of the chapter.	Same as target, but less defined.	The context for reviewing the literature is unclear, or the scope of the review is not defined, or there is not a roadmap for the progression of the chapter.	There is no introduction or no clear connection between the introduction and the body of the chapter.
Relevance of the Literature to the problem/topic	The problem/topic is indentified and the chosen literature is clearly related.	The problem/topic is indentified and the chosen literature is related.	The literature chosen is only loosely related to the problem/topic.	There is no connection between the problem/topic and the selected literature.
Currency of the Literature	The literature represents the latest work done in the field. The focus is on literature written over the last five years. Specific reasons are given for the use of any literature that is not current.	The literature represents the latest work done in the field. The focus is on literature written over the last ten years. Specific reasons are given for the use of any literature that is not current.	Numerous sources of literature reviewed are over ten years old and no specific reason is given for the use of this noncurrent literature.	Most of the literature reviewed was written over ten years ago.
Primary Literature is Emphasized	Primary Literature is emphasized and secondary literature is used selectively.	Primary and secondary sources are distinctively indentified and come from reputable sources.	There is no distinction between primary and secondary sources but sources are reputable.	There is no evidence that the literature comes from reputable sources.
Logical Organization of the Content	The literature review is organized around ideas, not the sources themselves. The ideas are presented in either a chronological or a thematic structure.	The literature review is organized around ideas, not the sources and there is a logical structure.	The review is organized by author without a logical structure.	There is no organization at all, just a list of abstracts or disconnected reports.
Comparison and Contrast of Studies	The researchers whose works are being reviewed are put into conversation with each other and their studies are compared and	The studies are compared and contrasted.	There is some type of description of the relationship between studies.	There is no analysis of the relationship of the different studies to each other.

	contrasted with each other.		
Conclusion	The chapter ends with a conclusion that summarizes the major insights gained from the review, addresses questions for further research and provides insight into the relationship between the review and the central topic of the research.	The chapter ends with a conclusion that summarizes the major insights gained from the review and provides insight into the relationship between the review and the central topic of the research.	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 Andrews Standards for Written Work.	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 statement 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

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CRITERIA FOR ASSESSMENT GUIDELINES

THE B GRADE

We start with the B grade for a very specific reason. It is because a B grade is a sign that you have competently fulfilled all of the requirements stipulated for an assessment or competency evaluation. It is an excellent grade and demonstrates a high level of knowledge, insight, critique competence and professional written presentation standards essential for an individual wishing to pursue a career as a professional pastor.

THE A GRADE

An A grade is only given when a student not only fulfils the criteria stipulated above 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 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 applying feedback from your lecturer, the academic process can provide a perfect opportunity for a student to improve their consistency, and hence, their grade.

THE DN GRADE

The DN grade is given when very limited or no demonstratable competency has been observed and exhibits a limited level of knowledge, insight and critique and poor written presentation standards. This may be because of a lack of time management on the part of the student, they may have difficulty grasping the concepts being taught, English may be their second language, or they may be experiencing a personal issue that is affecting their 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 centre, the academic process can provide an opportunity for a student to significantly improve their performance.

Your assessments have been specifically designed to measure and provide evidence of your competency with relation to the subject matter. This is to meet University accreditation standards. Thus, you will only be graded on the content of the assessments you submit. If it is not in your assessments, your lecturer will not have adequate evidence of your competency and will have to grade you accordingly.

UNIVERSITY POLICIES

Academic Integrity
Andrews University takes seriously all acts of academic dishonesty. Academic dishonesty includes (but is not limited to) falsifying official documents; plagiarizing; misusing copyrighted material; violating licensing agreements; using media from any source to mislead, deceive or defraud; presenting another's work as one's own; using materials during a quiz or examination other than those specifically allowed; stealing, accepting or studying from stolen examination materials; copying from another student; or falsifying attendance records. For more details see the Andrews University Bulletin 2010, page 30.

"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."

Andrews University Bulletin 2010, page 30

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.

Your assessments have been specifically designed to measure and provide evidence of your competency with relation to the subject matter. This is to meet University accreditation standards. Thus, you will only be graded on the content of the assessments you submit. If it is not in your assessments, your lecturer will not have adequate evidence of your competency and will have to grade you accordingly.

PLAGIARISM

Replicating writing, cutting and pasting or moderately paraphrasing text from publications, internet sources, books, friends papers or publications, family members papers or publications, ghost writers papers or publications with the intent of passing it off as your own work, is strictly prohibited and unacceptable. Students found to be plagiarizing the work of others will receive an immediate Failing grade. Your actions will be reported to the University and your sponsor (if sponsored). You may even face expulsion from the University. Your lecturer will randomly sample sentences, phrases and paragraphs from your paper and compare them with papers from past students and with content on the internet. Your lecturer is also familiar with a lot of the publications and sources you will be using for your assessment and will also be able to identify any potential plagiarism.

LANGUAGE AND GRAMMAR

There is an expectation that a person who holds a Master's qualification will have advanced written language skills, particularly in the language in which their Masters was taught. Thus, no special consideration will be given to students who speak English as a second language or native-English speakers who struggle with written English. Such students are advised to seek the assistance of the campus writing lab or seek the services of a professional academic editor prior to the submission of their assessment.

Students are encouraged to have someone else read their assessments aloud to them prior to submission. This practice will provide you with immediate feedback as to how your written assessments sounds/reads to another person. You may even want to have a friend or a professional academic editor look over your assessments to identify any typing, spelling or punctuation errors too.

INSTRUCTOR PROFILE

Dr. Skip Bell is Professor of Church Leadership, 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-wining 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, over 20 academic and professional articles, and several curriculums for professional pastoral development. He is a member of the Academy of Religious Leadership.

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.