

CHMN712 Transformational Leadership

Spring 2020

Stanley E. Patterson, PhD

SYNOPSIS OF THE COURSE

CLASS & CONTACT INFORMATION

Class location:	Altamonte Springs, Florida
Class meeting times:	April 1-9, 2020
Course Website:	learninghub.andrews.edu
Instructor Telephone:	(269)-471-3217; (269)-240-4900 (mobile)
Instructor Email:	pstterss@andrews.edu

BULLETIN DESCRIPTION OF COURSE

Personal and theological reflection will be integrated with principles for leading change. Systems thinking, transformation of organizational culture, and human development theory are investigated.

PROGRAM & COURSE LEARNING OUTCOMES

Your degree 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:

- Critically reflect on, articulate, and apply biblically based principles and values for excellence in mission and ministry.
- Conduct research and implement an intervention in response to ministry challenges and trends in a “glocal” context, related to the primary field of service.
- Integrate knowledge and skills acquired into an effective ministry practice and evaluate the resultant impact on one’s personal experience and ministry.

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:

1. Competently apply biblical principles to the leadership context.
2. Integrate theory and practice in dealing with the challenges confronted in diverse ministry contexts.
3. Evaluate the effectiveness achieved in the application of leadership theory and practice to ministry.

COURSE OVERVIEW

Course topics and assignments have been selected to contribute to learning and evaluating these Course Learning Outcomes (CLOs) as follows:

Date	Topic	Assignment Due	CLOs Addressed
3/23/20	Pre-Intensive	Reading Assignments	1
09/15/20	Post Intensive	Publishable Book Review	2,3
09/15/20	Post Intensive	Reading Assignments (Reading Forum)	1
09/15/20	Post Intensive	Work Group Meetings/Report	2
09/15/20	Post Intensive	Mentoring Report	2

2020 Leadership Cohort				
Syllabi and schedule for the cohort that begins in 2020:				
Course #	Course Name	Instructor	Intensive Dates	Intensive Location
CHMN747	Christian Leadership (4 cr)	Dr. Skip Bell	March 23-31, 2020	Altamonte Springs, FL
GSEM712	Transformational Leadership (4 cr)	Dr. Stan Patterson	April 1-9, 2020	Altamonte Springs, FL
GSEM706	Spiritual & Theological Foundations for Ministry (4 cr)	Dr. Allan Walshe	April 12-20, 2021	Andrews University
GSEM 790 GSEM796	DMin Professional Dissertation Seminar (2 cr)	Dr. David Penno	April 21-27, 2020	Andrews University

2020 Leadership Cohort				
Syllabi and schedule for the cohort that begins in 2020:				
Course #	Course Name	Instructor	Intensive Dates	Intensive Location
	DMin Professional Dissertation (2 cr)			
CHMN760	Advanced Leadership Competencies (4 cr)	Dr. John Grys	March 28-April 5, 2022	Altamonte Springs, FL
GSEM793 GSEM796	DMin Research Methods (2 cr) DMin Professional Dissertation (2 cr)	Dr. David Penno	April 6-12, 2022	Altamonte Springs, FL
CHMN780	Leading and Managing the Church Organization (5 cr)	Dr. Stanley Patterson	April 17-27, 2023	Altamonte Springs, FL
GSEM796	DMin Project (3 cr)		Spring Semester 2023 (no intensive)	

Always consult the Doctor of Ministry program planner at www.doctorofministry.com for possible adjustments to the date and locations of future teaching intensives.

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.

COURSE MATERIALS

Required Course Materials

1. Herrington, Jim, Trisha Taylor, and R. Robert Creech. *The Leader's Journey: Accepting the Call to Personal and Congregational Transformation*. Second edition. ed. Grand Rapids, Michigan: Baker Academic, a division of Baker Publishing Group, 2020. 256 pp. ISBN: 9781540960528. [paperback, \$21.54].
2. Burns, James M. *Transforming Leadership: A New Pursuit of Happiness*. First ed. New York: Atlantic Monthly Press, 2003. 340 pp. ASIN: B008RZKP6Y. [paperback, \$11.80].

3. Schein, Edgar H. and Peter A. Schein. *Humble Leadership: The Power of Relationships, Openness, and Trust*. First edition. ed. Oakland, CA: Berrett-Koehler, 2018. 184 pp. ISBN-13: 978-1523095384 [Kindle \$9.99].
4. Sendjaya, Sen. *Leadership Reformed: Why Leaders Need the Gospel to Change the World*. New York, NY: Routledge, 2020. 198 pp. ISBN-13: 978-0367857516 [Kindle, \$37.00].
5. Sosik, John J. and Dongil Jung. *Full Range Leadership Development Pathways for People, Profit, and Planet*. New York, NY: Routledge, 2018. 352 pp. ISBN-13: 978-1138053670 [Kindle, \$43.41].
6. Wright, N. T. *After You Believe: Why Christian Character Matters*. 1st ed. New York, NY: HarperOne, 2010.. 320 pp. ISBN-13: 978-0061730542. [Kindle, \$1.99].

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

For Recommended Course Materials see Appendix #3.

TIME EXPECTATIONS FOR THE COURSE

US Credit-Hour Regulations

For every semester credit, the Andrews University credit hour definition requires that:

- **Courses for academic masters' (e.g. MA [Religion]) and all doctoral degrees** include 15 instructor contact hours, and 45 hours of independent learning activities.

The calculation of hours is based on the study skills of the average well-prepared graduate student. Students weak in these skills: 1) may require more time and should consider taking fewer classes each semester; and 2) can find skill development assistance through the Seminary Study and Research Skills Colloquia, the AU Writing Center, and AU Student Success office.

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

		Academic Doctoral Programs
		4 Credits
Instructor Contact Hours	Face to Face Instructional Time (Intensive)	60 hrs
Independent Learning Activities	Reading and journaling (approximately 2,000 pages)	120 hrs (100 hours for the reading and 20 for journaling)
	Mentoring	5 hrs
	Work Group	5 hrs

	Publishable Book Review	50 hrs
Total Hours:		240 hrs

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. The grade weighting for each assignment is provided in the right-hand column. Specific due dates are given in the Course Overview above.

Assignment Description	Weighting
<p>I. Pre-Intensive</p> <p>Pre-Intensive Reading (LearningHub Book Forum Discussions):</p> <p>Do the required reading for all texts and participate in the Learning Hub Forum reflection discussion for each book (see specific instructions on the three discussion blocks on the main Learning Hub page for this course). Primary postings should be 75-100 words in length (long monologues should be avoided). Primary posts should include page number related to the text you write. There is a separate Learning Hub Forum dedicated to each book. Dialog is the secret to learning!! Engage the comments and questions and clarify and even challenge the thoughts and questions other participants are posting. Contribute to robust dialog that reflects your analysis of the book, how the book has impacted your leadership, and what applications you envision in the context of your ministry. Include conversations of evaluation practices that can determine whether you are achieving the desired outcomes. Total pages assigned: 1,210.</p> <ol style="list-style-type: none"> Herrington, Jim, Trisha Taylor, and R. Robert Creech. <i>The Leader's Journey: Accepting the Call to Personal and Congregational Transformation</i>. Second edition. ed. Grand Rapids, Michigan: Baker Academic, a division of Baker Publishing Group, 2020. 256 pp. ISBN: 9781540960528. [paperback, \$21.54]. Burns, James M. 2003. <i>Transforming leadership: A new pursuit of happiness</i> (First ed.). New York: Atlantic Monthly. 340 pp. ASIN: B008RZKP6Y. [paperback, \$11.80] Sendjaya, Sen. 2020. <i>Leadership reformed: Why leaders need the gospel to change the world</i>. New York, NY: Routledge. 198 pp. ISBN-13: 978-0367857516 [Kindle, \$37.00]. Sosik, John J., & Dongil, Jung. 2018. <i>Full range leadership development: Pathways for people, profit, and planet</i>. New York: Routledge. 352 pp. ISBN-13: 978-1138053649 [Kindle, \$43.41]. 	100 pts

<p><i>Due April 1, 2020. Forum discussions on Learning Hub/Learning Hub will provide evidence of your participation and substance for the grade given for the reading assignments.</i></p> <p>Books can be purchased in any manner convenient to the participant.</p>	
<p>II. The Intensive</p> <p>A. Punctual attendance is required for all intensive sessions. A maximum of 10% absence of total activities is allowed.</p> <p>B. On some evenings a daily journal will be required.</p> <p>C. Participation in discussion, group activities, journaling, and compilation of notes is expected.</p> <p>D. A cohort field experience (will or may) be planned for Saturday and/or Sunday.</p>	
<p>III. Post Intensive</p> <p>A. Reading Forums: Instructions for the post-intensive reading forums are the same as for the pre-intensive forums.</p> <p>5. Schein, Edgar H. and Peter A. Schein. <i>Humble Leadership: The Power of Relationships, Openness, and Trust</i>. First edition. ed. Oakland, CA: Berrett-Koehler, 2018. 184 pp. ISBN-13: 978-1523095384 [Kindle \$9.99].</p> <p>6. <i>Wright, N. T. After You Believe: Why Christian Character Matters. 1st ed. New York, NY: HarperOne, 2010. 320 pp. ISBN-13: 978-0061730542. [Kindle, \$1.99].</i></p>	50 pts
<p>B. Publishable Book Review: Choose a book broadly related to leadership published in 2017 or later. Read it and write a short review (1000-1400 words+/-) for consideration of publication in the <i>Journal of Applied Christian Leadership</i>. The expectations for this assignment are in the rubric on page 12 and should guide you in terms of content and organization of the paper. Check with me by emailing the bibliographic info to avoid duplicating someone else's choice</p>	75 pts
<p>C. Work Group Meetings: Students will participate in a minimum of two sessions of a work group for peer support and sharing of experience.</p> <p>1. A journal and attendance record of the group meetings will be required from a secretary for each group by (September 15, 2020).</p> <p>2. The first group meeting must occur on or before June 15, 2020 and review the work of each student on their chapter five.</p> <p>3. The second group meeting must occur on or before (September 15, 2020), and review the overall progress of each student.</p> <p>Groups may meet by phone conference, face-to-face, or via electronic conference.</p>	20 pts

D. Mentoring: Continue work with your field mentor, 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 September 15, 2020.	10 pts
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* For grading rubrics that specify grading criteria in more detail, see Appendices.

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.

Submission of Assignments

Submit assignments electronically to the Andrews University Learning Hub. Always keep a copy, and confirm submissions are posted after 10 days.

Late Submission

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 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.

ABOUT YOUR INSTRUCTOR

Title: Professor of Christian Ministry, Department of Christian Ministry

Organization: Andrews University, Seventh-day Adventist Theological Seminary

"Do not go where the path may lead, go instead where there is no path and leave a trail." - Ralph Waldo Emerson

Dr. Patterson currently teaches and mentors ministry professionals at the SDA Theological Seminary. He serves as Chair of the Christian Ministry Department and teaches classes in Christian leadership and pastoral practices. He also serves as 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.

He began his pastoral ministry in 1975 in Texas, then Wyoming, Colorado, and Georgia. He served as ministerial director and evangelism coordinator in the Greater New York Conference and for twelve years in the Georgia-Cumberland Conference as ministerial director and later as vice-president for pastoral ministries and evangelism.

He was granted a Ph.D. in Leadership and Administration from Andrews University in 2007 and responded to a call to serve the Seminary in 2008. He has published numerous academic and professional articles on Christian Leadership and has assisted in the development of Christian leaders throughout the world field.

Glenda and he make their home in Berrien Springs, Michigan and have four children, eight grandchildren, and 1 great grandson.

OTHER COURSE-RELATED POLICIES

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.

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

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.

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	http://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	85-89%	B	75-78%	C
93-95%	A-	82-84%	B-	72-74%	C-
90-92%	B+	79-81%	C+		

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 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 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: ASSIGNMENT RUBRIC(S)

Rubric for Assessing the CHMN712 Book Review			
	Grade range-90-100%	Grade range-80-89%	Grade Range < 80%
Focus: <i>author's thesis; book's content</i>	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: <i>evaluation on behalf of the leadership community; Includes specific language about strengths and weaknesses; not a personal reaction</i>	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: <i>applied aspect for Christian leaders; not limited to reviewer's personal context</i>	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: <i>to read this book or not, and why</i>	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
<p>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 <i>not</i> 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..."</p>			

APPENDIX #3: BIBLIOGRAPHY OF RECOMMENDED BOOKS & RESOURCES

1. Bell, S. ed. 2014. *Servants and friends: A biblical theology of leadership*. Berrien Springs, MI: Andrews University Press. ISBN: 978-1-883925901; 453 pages.
2. Branson, M. L., & Martínez, J. F. 2011. *Churches, cultures, and leadership: A practical theology of congregations and ethnicities*. Downers Grove, Ill.: IVP Academic. Pages 258. ISBN: 9780830839261
3. Clinton, J. R. 1988. *The Making of a leader: Recognizing the lessons and stages of leadership development*. Colorado Springs: NavPress.
4. Conger, J. A., Spreitzer, G. M., & Lawler, E. E. I. (eds.). 1999. *The leader's change handbook: An essential guide to setting direction and taking action*. San Francisco: Jossey-Bass.
5. Elmer, D. 2006. *Cross-cultural servanthood: Serving the world in Christlike humility*. Downers Grove, Ill.: IVP Books.
6. Friedman, E. H. 1985. *Generation to generation: Family process in church and synagogue*. New York: Guilford Press.

7. Friedman, E. H., Treadwell, M. M., & Beal, E. W. 2007. *A Failure of Nerve: Leadership in the Age of the Quick Fix*. New York: Seabury Books. ISBN: 978-1596270428. 260 pages.
8. Fryling, R. 2010. *The leadership ellipse: Shaping how we lead by who we are*. Downers Grove, Ill.: IVP Books.
9. Goleman, Daniel, Boyatzus, R. and McKee, A. 2004. *Primal Leadership: Realizing the Power of Emotional Intelligence*. Boston, MA: Harvard Business School Publishing. 336 pages.
10. Greenleaf, Robert. 1991. *Servant leadership: A journey into the nature of legitimate power and greatness*. Indianapolis, IN: The Greenleaf Center.
11. Hagberg, Janet O. 2003. *Real power: Stages of personal power in organizations* (3rd ed.). Salem, WI: Sheffield.
12. Heifetz, Ronald A., A. Grashow, et al. 2009. *The practice of adaptive leadership: Tools and tactics for changing your organization and the world*. Boston, MA: Harvard Business. ISBN: 9781422105764.978-1422105764. 352 pages.
13. Hersted, L., & Gergen, K. J. 2013. *Relational leading: Practices for dialogically based collaboration*. Chagrin Falls, OH: Taos Institute. ISBN: 9781938552069. 197 pp.
14. Hornstrup, C., Loehr-Petersen, J., Madsen, J. G., Johansen, T., & Jensen, A. V. 2012. *Developing relational leadership: Resources for developing reflexive organizational practices*. Chagrin Falls, Ohio: Taos Institute. ISBN: 9780981907697. 225 pp.
15. Kouzes, J. M., & Posner, B. Z. 2007. *The leadership challenge* (4th ed.). San Francisco, CA: Jossey-Bass.
16. Rost, J. C. 1993. *Leadership for the twenty-first century*. Westport, CT: Praeger.
17. Smith, F. 1998. *The book of learning and forgetting*. New York, NY: Teachers College Press.
18. Stanley, P. D., & Clinton, J. R. 1992. *Connecting: Finding mentors you need to be successful in life*. Colorado Springs: NavPress.
19. Wheatley, M. J. 2006. *Leadership and the new science: Discovering order in a chaotic world* (3rd ed.). San Francisco, CA: Berrett-Koehler.
20. White, Ellen G. 1985. *Christian leadership*. Washington D.C.: The White Estate.
21. Whitworth, L., Kimsey-House, K., Kimsey-House, H., & Sandahl, P. 2007. *Co-active coaching: New skills for coaching people toward success in work and, life* (2nd ed.). Mountain View, CA: Davies-Black.

For additional books and articles, see also the Seminary Library Portal at <http://libguides.andrews.edu/religion> .