

# CHMN747 Christian Leadership

Spring 2020

*Skip Bell, DMin*

## SYNOPSIS OF THE COURSE

### CLASS & CONTACT INFORMATION

<b>Class location:</b>	Altamonte Springs, Florida
<b>Class meeting times:</b>	March 23-31, 2020
<b>Course Website:</b>	learninghub.andrews.edu
<b>Instructor Telephone:</b>	(269)-208-9848
<b>Instructor Email:</b>	sjbell@andrews.edu

### BULLETIN DESCRIPTION OF COURSE

This module investigates principles, challenges, and practices of Christian leadership, emphasizing the issues that make leadership in the context of church, education, and non-profit service organizations unique. Participants examine leadership theory and literature, consider a theology of leadership, and build the foundation for leadership development in the context of professional ministry.

### 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 “global” 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:

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.

## 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	all
6/3/20	Post Intensive	First Group Meeting	all
8/5/20	Post Intensive	Second Group Meeting	all
10/7/20	Post Intensive	Reading Assignments	all
10/7/20	Post Intensive	Journal and Attendance of Group Meetings	all
10/7/20	Post Intensive	Context Support Group	all

Date	Topic	Assignment Due	CLOs Addressed
10/7/20	Post Intensive	Ministry Development Plan (MDP)	all
10/7/20	Post Intensive	Annotated Bibliography	Knowing 1-3

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	DMin Professional Dissertation Seminar (2 cr)	Dr. David Penno	April 21-27, 2020	Andrews University
GSEM796	DMin Professional Dissertation (2 cr)			
CHMN760	Advanced Leadership Competencies (4 cr)	Dr. John Grys	March 28-April 5, 2022	Altamonte Springs, FL
GSEM793	DMin Research Methods (2 cr)	Dr. David Penno	April 6-12, 2022	Altamonte Springs, FL
GSEM796	DMin Professional Dissertation (2 cr)			
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](http://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. Bell, Skip. Editor. 2014. *Servants and friends: a biblical theology of leadership*. Berrien Springs MI: Andrews University Press, 456 pages.
2. Bolman, L. G., & Deal, T. E. 2013. *Reframing organizations: Artistry, choice, and leadership*. San Francisco: Jossey-Bass. Or later edition.
3. Edmondson, Amy C., & Reynolds, Susan Salter. 2016. *Building the Future: Big Teaming for Audacious Innovation*. Oakland, CA: Berrett-Koehler.
4. Heifetz, Ronald A. and Marty Linsky. 2009. *The Practice of Adaptive Leadership*. Boston, MA: Harvard Business School Press.
5. Kouzes, James M. and Posner, Barry Z. *Learning Leadership: The Five Fundamentals of Becoming and Exemplary Leader*. 2016. San Francisco, CA: Wiley.

For ISBN and price information, please see the listing at the Bookstore [www.andrews.edu/bookstore](http://www.andrews.edu/bookstore).

## MORE ABOUT THE COURSE

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 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).

## 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:

		<b>Academic Doctoral Programs</b>
		4 Credits
<b>Instructor Contact Hours</b>	<b>Face to Face Instructional Time (Intensive)</b>	60 hrs
<b>Independent Learning Activities</b>	<b>Reading and journaling (approximately 2,000 pages)</b>	120 hrs (100 hours for the reading and 20 for journaling)
	<b>Ministry Development Plan (MDP)</b>	15 hrs
	<b>Context support group</b>	5 hrs
	<b>Annotated Bibliography</b>	40 hrs
<b>Total Hours:</b>		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.

<b>Assignment Description</b>	<b>Weighting</b>
<p><b>I. Pre-Intensive</b></p> <p>Pre-Intensive Reading:</p> <p>A journal is due the first day of the teaching intensive for each of the three required pre-session titles. The journal (there will be three, 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</p>	75pts

<p>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. <u>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.</u></p> <ol style="list-style-type: none"> <li>1. Bell, Skip. Editor. 2014. <i>Servants and friends: a biblical theology of leadership</i>. Berrien Springs MI: Andrews University Press.</li> <li>2. Bolman, L. G., &amp; Deal, T. E. 2013. <i>Reframing organizations: Artistry, choice, and leadership</i>. San Francisco: Jossey-Bass. Or later edition.</li> <li>3. Heifetz, Ronald A. and Marty Linsky. 2009. <i>The Practice of Adaptive Leadership</i>. Boston, MA: Harvard Business School Press.</li> </ol> <p>Books can be purchased in any manner convenient to the participant.</p>	
<p><b>II. The Intensive</b></p> <p>A. Punctual attendance is required for all intensive classes. A maximum of 10% absence of total activities is allowed.</p> <p>B. Participation in class discussion, group activities, journaling, and compilation of notes are expected.</p> <p>C. Formation of a Ministry Development Plan will begin during the intensive.</p> <p>D. A cohort field experience may be planned.</p>	25pts
<p><b>III. Post Intensive</b></p> <p>A. Journal and report the following two books in the same manner as for the pre-intensive books.</p> <ol style="list-style-type: none"> <li>1. Edmondson, Amy C., &amp; Reynolds, Susan Salter. (2016). <i>Building the Future: Big Teaming for Audacious Innovation</i>. Oakland, CA: Berrett-Koehler.</li> <li>2. Kouzes, James M. and Posner, Barry Z. <i>Learning Leadership: The Five Fundamentals of Becoming and Exemplary Leader</i>. (2016) San Francisco, CA: Wiley.</li> </ol>	50 pts
<p>B. <b>Ministry Development Plan</b> (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.</p>	30pts
<p>C. Meet with your <b>context support group</b> 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 <b>August 30, 2020</b>. The group will review the MDP and its role with materials provided during the intensive.</p>	10pts

<p><b>D. Annotated Bibliography:</b> Annotated Bibliography for Leadership. To broaden the scope of leadership, compile a minimum of 60 entries, including a listing of some journal articles and online sites, published within the last ten (10) years. Provide a summary and evaluation of seven (7) to ten (10) sentences for each entry. Doctor of Ministry papers and bibliography are done in Turabian Parenthetical style.</p>	<p>40pts</p>
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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)

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Late up to 30 days: (no more than A- grade)

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Late 31 to 60 days: (no more than B+ grade)

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Late 61 to 90 days: (no more than B grade)

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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 October 7, 2020. 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**



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. 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 21<sup>st</sup> Century*, 2003, and *Christ in the City*, 2018. He is the general editor and contributor for *Servants and Friends: A Biblical Theology of Leadership*, 2014. He has authored numerous academic and professional articles, and several curriculums for professional pastoral development.

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.

## 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](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](mailto: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	<a href="mailto:helpdesk@andrews.edu">helpdesk@andrews.edu</a>	(269) 471-6016
Technical assistance with Learning Hub	<a href="mailto:dlit@andrews.edu">dlit@andrews.edu</a>	(269) 471-3960
Technical assistance with your Andrews account	<a href="http://andrews.edu/hdchat/chat.php">http://andrews.edu/hdchat/chat.php</a>	

**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](http://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.