

SEVENTH-DAY ADVENTIST THEOLOGICAL SEMINARY
DOCTOR OF MINISTRY PROGRAM
CHANGING THE PEOPLE WHO CHANGE THE WORLD

Missional Church, 2011
Year Four
CHMN714

**DISCIPLING LEADERS
FOR MISSION**
2014

Jim Epperson



Andrews University

CHMN 714

DISCIPLING LEADERS FOR MISSION

MISIONAL CHURCH 2011

GENERAL MODULE INFORMATION

Module acronym: CHMN 714
Module name: Discipling Leaders for Mission
Intensive location: Orlando, Florida, Florida Conference Office Conference Room
Intensive Dates: May 5, 2014 8:00 am – May 15, 2014 5:00 pm, Monday - Friday
Credits: 5

INSTRUCTOR CONTACT DETAILS

Professors: Jim Epperson Ed.D.
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BULLETIN MODULE DESCRIPTION

Leaders transact vision through developing disciples according to the biblical model for an apostolic movement. Those whom missional servants lead become mature in Christ and thus a missional movement is multiplied. Coaching and mentoring skills are taught so that the leader can develop people toward maturity in Christ.

MODULE MATERIALS

Required Reading

Enrolled program participants may contact the professor or the DMin office to obtain the titles for the required reading assignments.

PROGRAM OUTCOMES

1. Develop deeper biblical spirituality.
2. Experience enrichment of personal and family life.
3. Intensify commitment to ministry.
4. Develop an Adventist perspective of evangelism, mission, and ministry.
5. Experience positive collegial relationships.
6. Develop a global view of society and ministry.
7. Gain theoretical knowledge that contributes to advanced ministry.
8. Develop an understanding of the biblical model of servant leadership.
9. Evaluate ministerial practices through theological reflection.
10. Use appropriate tools to analyze the needs of churches and communities.
11. Develop skills that facilitate more effective ministry.
12. Articulate theological and theoretical understandings that advance global ministry.
13. Develop habits of study that contribute to lifelong learning.

CONCENTRATION OUTCOMES

The Doctor of Ministry Missional Church 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, and should be reflected in the Ministry Development Plan developed by the participant.

Being

The graduate will:

1. Becoming a leader of empowerment (Enabling others to find their own solutions to life's challenges)
2. An exemplar of wholeness by balancing spiritual, emotional, and physical well-being (actively adjusting life, honoring limits and healthier rhythms)

3. Embrace relational leadership (maximizing personal relationship skills as agents of change)
4. An agent of restoration (aligning interpersonal relationships with biblical principles)
5. A lifelong learner (growing in self-awareness, and understanding changing culture and current truth)
6. A leader of transformation by valuing people (balancing inquiry, affirmation, empathy and compassion, with accountability)
7. A skilled communicator (competent in communication skills such as listening, asking questions, affirming and confrontation)

Assessed by: Direct assessments of book reports, journals and classroom participation administered by faculty, and by the pre-test, post-test self-assessment survey.

Knowing

The graduate will:

1. Understand that healthy relationships equal a healthy church
2. That the inseparability of spiritual relationships to human relationships is the foundation for mission
3. The principal of enabling others has always been the agent of transformation and growth
4. The success of a relational leader is to combine proficient coaching skills with trust, authenticity and a caring relationship.
5. The skill of relational leadership is essential to transacting the vision of the missional church

Assessed by: Students must complete and present a paper containing their understanding of how healthy relationships can mold a congregation into a functioning caring church, containing strategies on how the leader of that congregation can facilitate healthy relationships among its leaders.

The direct assessment provided by the faculty in all modules for various assignments and by completing two theoretical chapters in their project documents (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 assessed with the project.

Doing

The graduate will incorporate skills that demonstrate competency in areas and practices listed below:

1. Empower others to cope with life's challenges rather than solve their problems
2. Help others grow in their interpersonal relationships with colleagues, friends and family
3. Show competency in co-active coaching grace skills such as listening, affirming and asking question
4. Show competency in co-active coaching transformational skills such as discernment, naming, unpacking emotions and confrontation
5. Utilizing coaching as a platform for leadership development
6. Show competency in conflict resolution skills

Assessed by: Assessing the student's execution of the seven coaching skills through triad evaluations and peer coaching assessments.

THE COHORT

This module is open to members of this cohort, who take the sequence of modules and the project seminar together. Cohort members will meet in groups between intensives and pursue projects that advance their competencies. On completion, they will have completed a (name the concentration) Concentration in their DMin program.

Participants in the Missional Church Concentration take the following modules and the project seminar in the following sequence: CHMN707 Incarnational Missional Church, GSEM790 Project Seminar, GSEM706 Spiritual and Theological Foundations for Ministry, GSEM730 Field Research for Ministry, CHMN713 Transformational Leadership and Organic Systems Thinking, and CHMN714 Discipling Leaders for Mission to form a Missional Church Concentration.

Always consult the Doctor of Ministry program planner at www.doctorofministry.com for possible adjustments to 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 nine required pre-session titles. The journal (there will be nine, 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 two to three 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.

* Students may skip the conclusion. Books can be purchased in any manner convenient to the participant.

II. The Intensive

A. Punctual attendance is required for all intensive sessions. A maximum of 10% absence of total activities is allowed.

B. On some evenings a daily journal will be required.

C. Participation in discussion, group activities, journaling, and compilation of notes is expected.

D. A cohort field experience may be planned for Saturday and Sunday.

III. Post Intensive

A. Journal and report the following four 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. Review the Ministry Development Plan (MDP) of five to seven pages, double spaced. The Ministry Development Plan should have four sections; a description of your situation when you began the program, your vision for your life and ministry following the program, the steps you have been taking and propose to take 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 five of your project document, a paper of 16 - 22 pages, no more than 25 pages, will be required providing the narrative of your project challenge. Follow the instructions of your project seminar for the form of chapter five.

The Andrews University Standards for Written Work, 12th Edition (or more recent edition) will provide the standards for all written work. Doctor of Ministry papers are done in APA style.

D. Meet again with your context support group of five to nine persons from your specific ministry context and review your MDP. The meeting should center on personal and professional progress. The meeting must occur on or before July 10. 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 October 1.
2. The first group meeting must occur on or before August 1, and review the work of each student on their chapter four.
3. The second group meeting must occur on or before September, and review the case study done by each student.
4. Groups may meet by phone conference, face-to-face, or via electronic conference.

F. Continue your work with an appropriate field mentor, be involved in at least monthly 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 outcomes of the concentration. There are (provide the number) outcomes in the area of being, (provide the number) in the area of knowing, and (provide the number) outcomes in the area of doing. The chart below describes the process of judging the integration of those outcomes. Distinctions become vague when the contribution of all experience to the cyclical process of true learning in

the areas of being, knowing, and doing are considered. See the chapter rubric guidelines at the Doctor of Ministry web site for further information.

Outcome of the Concentration	Learning Resources Provided in This Module	Process of Assessment
Understand and embrace the concept of being a leader of empowerment	Reading, Class participation, Film discussions and Journaling	Written reports, Journals
Utilize coaching skills to initiate relational leadership techniques for leading others	Reading, Deliberate practice through Triads, Class discussion along with journaling	Triad evaluations, written reports, Oral presentation, Peer Coaching Assessments
Grow and enhance interpersonal relationships with family, peers, and subordinates	Coaching Others, being Coached, Film discussions and Small group discussions, Personal journaling	Self-Assessment Survey, Journals
Use relational leadership to embrace growth, address problems and resolve conflicts	Reading, Class discussion, Journaling, Triads	Triad assessment

B. Grade Points

Reading Journals and Reports - (250)

Ministry Development Plan – (25)

Methodology paper – (250)

Context Support Group – (50)

Small Group Meetings – (50)

Report Regarding Mentor – (25)

Journal During Intensive – (50)
Total 700 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, May 1. If submitted late, the work will be discounted 10%. The remaining assignments are due December 10, 2012. DGs (deferred grades) are provided in the semesters before assignments are due.

* 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 5 hours, so the entire course module is to require 280 hours. Following is a rule of thumb to help guide your reading, research, and writing for Seminary courses:

- Average reading speed 15-20 pages/hr.
- Average writing speed 3 hr./page

The time for this module is calculated as follows:

Ministry Development Plan – 10 hours

Reading and journaling (approximately 2,880 pages) – 160 hours for the reading and 40 for the journaling = 200

Intensive - 60 hours

Journaling during the intensive – 2 hours

Context support group - 2 hours

Post intensive paper (**the writing time - 60 hours, plus experiential and research time - 64 hours, satisfies the 124 hours for 2 project credits**)

Peer group attendance and journaling - 5 hours

Mentoring – 7 hours

Total 286 hours (not including the project credits)

E. Assignment Submission

Assignments are to be presented via email.

F. Criteria for Assessing the Post Intensive Paper – A Rubric

ASSESSMENT GUIDELINES

Chapter Assessment Rubric for the Post Intensive Paper

Category	4.00 Target	3.00 Needs Improvement	2.00 Unsatisfactory	1.00 Unacceptable
Contents	The chapter includes all of the following components: Description of the Ministry Context, Statement of the Task, Statement of the Problem, Delimitations of the Project, Description of the Project Process, and	Only 1 of the elements is missing.	Only 2 of the elements are missing.	More than 2 of the elements are missing.

Definition of Terms.

Description of the Ministry Context	A concise/precise (no more than 2 pages) description of the context where the project will be implemented.	Sets a clear context for the implementation of the project, but is three to four pages in length.	What is shared about the context for the project is not concise (over 4 pages).	It is not clear what the context for the project is.
Statement of the Problem	The problem is clearly defined in one half-page and supported by clear, objective evidence.	The problem is clearly defined in a one half-page and supported by subjective evidence.	The problem is not clearly defined and/or not supported by evidence and/or more than one half-page.	The problem is not clearly defined, not supported by evidence, and more than one half-page.
Statement of the Task	Clearly states what you are going to do, with whom, and why.	Clearly states what you are going to do, with whom, but is less clear on why.	The what, who, and why are vague.	It is not evident what you intend to do, with whom or why.
Delimitations of the Project	Expresses a clear understanding of the self-imposed limitations of the project.	Expresses an understanding of the self-imposed limitations of the project.	It is unclear what the self-imposed limitations of the project are.	There are no self-imposed limitations.
Description of the Project Process	The section is well organized. It outlines a clear and logical sequence of steps.	The section is organized. One idea may seem out of place.	The outlined steps do not seem to have a logical flow.	Steps seem to be randomly organized.
Definitions of Terms	Terms central to the study and used throughout the project document are listed in alphabetical order. The terms are defined by the literature in the field with proper citation.	Terms central to the study and used throughout the project document are listed in alphabetical order. The terms are defined by professional sources such as a dictionary or encyclopedia with proper citation.	The terms are not in alphabetical order or cited properly.	Terms central to the study and used through the project document are not defined.
Format	The chapter formatting follows proper <i>Andrews Standards for Written Work</i> .	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 are 1 or 2 spelling, grammar, or punctuation errors.	There are 3 or 4 spelling, grammar, or punctuation errors.	There are more than 4 spelling, grammar, or punctuation errors.
Clearly Written	The chapter is written in a reader-friendly manner that models clarity of expression.	The chapter is written in a mostly reader-friendly manner. There is a slight tendency to use a few long rambling sentences.	Expression of some ideas is confusing to the reader. Uses lots of long, rambling sentences.	The chapter does not promote reader understanding and/or is unclear in language use and expression. Uses long, rambling or run-on sentences.
Length	10-12 pages	13-15 pages	16-20 pages	More than 20 pages

OUTLINE OF TOPICS (OPTIONAL)

UNIVERSITY POLICIES

Classroom Seating

Provide a statement about your policy on classroom seating (e.g., In order to facilitate learning everyone's name please select a permanent seat until instructed otherwise).

Disability Accommodations

Include a statement about how you fulfill disability accommodations (e.g., If you qualify for accommodations under the American Disabilities Act, please see the instructor for a referral to assist you in arranging accommodations).

Late Assignment Submission

Place your policy on late submission here.

Additional Policies

Include statements about other policies relevant to your class.

Examinations

“Credit is not granted in courses unless the required examinations are completed by the student. Students are expected to follow the published examination schedule. In cases where the schedule requires a student to complete four exams in one day, arrangements may be made with the dean to complete one of the examinations at another time”.

AU Bulletin

Class Attendance

“Regular attendance at all classes, laboratories and other academic appointments is required for each student. Faculty members are expected to keep regular attendance records. The syllabus notifies students of the attendance requirements.

AU Bulletin

Class Absences

“Whenever the number of absences exceeds 20% (10% for graduate classes) of the total course appointments, the teacher may give a failing grade. Merely being absent from campus does not exempt the student from this policy. Absences recorded because of late registration, suspension, and early/late vacation leaves are not excused. The class work missed may be made up only if the teacher allows. Three tardies are equal to one absence.

Registered students are considered class members until they file a Change of Registration form in the Office of Academic records”.

AU Bulletin

Excused Absences

“Excuses for absences due to illness are granted by the teacher. Proof of illness is required. Residence hall students are required to see a nurse on the first day of any illness which interferes with class attendance. Non-residence hall students should show written verification of illness obtained from their

own physician. Excuses for absences not due to illness are issued directly to the dean's office. Excused absences do not remove the student's responsibility to complete all requirements of a course. Class work is made up by permission of the teacher". *AU Bulletin*

The above Andrews University policy is for students in other AU programs. **The Andrews University policy for the Doctor of Ministry program is that no absences are granted from intensives other than for deaths in an immediate household or for hospitalization.**

Academic Integrity

"In harmony with the mission statement (p.18), Andrews University expects that students will demonstrate the ability to think clearly for themselves and exhibit personal and moral integrity in every sphere of life. Thus, students are expected to display honesty in all academic matters.

Academic dishonesty includes (but is not limited to) the following acts: falsifying official documents; plagiarizing, which includes copying others' published work, and/or failing to give credit properly to other authors and creators; misusing copyrighted material and/or violating licensing agreements (actions that may result in legal action in addition to disciplinary action taken by the University); using media from any source or medium, including the Internet (e.g., print, visual images, music) with the intent to mislead, deceive or defraud; presenting another's work as one's own (e.g. placement exams, homework, assignments); using material during a quiz or examination other than those specifically allowed by the teacher or program; stealing, accepting, or studying from stolen quizzes or examination materials; copying from another student during a regular or take-home test or quiz; assisting another in acts of academic dishonesty (e.g., falsifying attendance records, providing unauthorized course materials).

Andrews University takes seriously all acts of academic dishonesty. Such acts as described above are subject to incremental discipline for multiple offenses and severe penalties for some offenses. These acts are tracked in the office of the Provost. Repeated and/or flagrant offenses will be referred to the Committee for Academic Integrity for recommendations on further penalties. Consequences may include denial of admission, revocation of admission, warning from a teacher with or without formal documentation, warning from a chair or academic dean with formal documentation, receipt of a reduced or failing grade with or without notation of the reason on the transcript, suspension or dismissal from the course, suspension or dismissal from the program, expulsion from the university, or degree cancellation. Disciplinary action may be retroactive if academic dishonesty becomes apparent after the student leaves the course, program or university

Departments or faculty members may publish additional, perhaps more stringent, penalties for academic dishonesty in specific programs or courses". *AU Bulletin*

Emergency Protocol

Andrews University takes the safety of its student seriously. Signs identifying emergency protocol are posted throughout buildings. Instructors will provide guidance and direction to students in the classroom in the event of an emergency affecting that specific location. It is important that you follow these instructions and stay with your instructor during any evacuation or sheltering emergency.

OUTLINE OF TOPICS

1. Personal transformation.
 - A. Leading transformation begins with the leader's personal journey
 - B. Spiritual preparation is foundational
 - C. Human development
 - D. Family systems theory and the congregation

2. Critical indicators for Missional Church leadership
 - A. The missional life
 - B. A Culture of Inclusivity
 - C. The "dashboard"
 - D. Case Studies

3. Organizational Transformation
 - A. Understanding systems thinking
 - B. Organizational development.
 - C. Action Research
 - D. Strategic planning
 - E. "Tweaked" or re-invented
 - F. Risk and experimentation

4. Necessary components
 - A. It's evolutionary
 - B. Alignment
 - C. Developing a learning community
 - D. The value of a pilot
 - E. The Four Frames of Leadership
 - F. The "fun theory"
 - G. Communicate, communicate, communicate

5. Implementation

INSTRUCTOR PROFILE

Jim Epperson retired from the Florida Conference Dec. 31, 2010, concluding 45 years of service to the Seventh-day Adventist Church. He held a variety of positions in education and conference administration as a teacher, boys dean, principal, academic dean, superintendent, union director of education and vice president for administration. He has been an adjunct professor for La Sierra and Southern Adventist

Universities and has recently joined the adjunct team at Andrews University in the area of continuing education for pastoral ministry. He holds a Bachelor of Science degree from Walla Walla College, a Master of Arts from the University of Northern Colorado, and a Doctorate in School Administration from Loma Linda University..



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