NAD Organizational Leadership Cohort 2014
Year Three

CHMN 760

ADVANCED LEADERSHIP COMPETENCIES

2016

Skip Bell, DMin

Andrews
University
Seek. Affirm. Change.

Andrews University

CHMN 760
ADVANCED LEADERSHIP COMPETENCIES
NAD Organizational Leadership 2016

GENERAL MODULE INFORMATION

Intensive location: Riverside, California
Intensive Dates: January 18-28, 2016
Credits offered: 5

INSTRUCTOR CONTACT DETAILS

Professor: Skip Bell, DMin, Professor of Church Leadership
Telephone: 269-471-6082
Email: sjbell@andrews.edu

BULLETIN MODULE DESCRIPTION

Participants continue personal and theological reflection with integration of leadership principles. Systems thinking, organizational culture, human development theory, and ecclesiology are investigated in the context of the church and leadership. The module also pursues further development and application of essential leadership practices. Practical focus on administrative skills is initiated.

MODULE MATERIALS

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

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

PROGRAM OUTCOMES

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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.

STUDENT LEARNING OUTCOMES

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

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

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 an Organizational Leadership Concentration in their DMin program.

Participants in the Organizational Leadership Concentration 2014 take the following modules and the project seminar in the following sequence:

CHMN747Christian Leadership, January 21-31, 2014, Southeastern California Conference Office, Riverside, California

GSEM790 DMin Project Seminar, Bill Knott and/or David Penno, 4 credits, February 2-10, 2014, Southeastern California Conference Office, Riverside, California

GSEM706 Spiritual and Theological Foundations for Ministry, Jon Dybdahl, 8 credits, April 5-16, 2015, Andrews University

CHMN760 Advanced Leadership Competencies, Staff, 5 credits, January 18-28, 2016, Southeastern California Conference Office, Riverside, California

CHMN780 Leading and Managing the Church Organization, Staff, 5 credits, January 23-February 2, 2017, Andrews University

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

I. Pre-Intensive

A. 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 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.

II. The Intensive

A. Punctual attendance is required for all intensive sessions. A maximum of 10% absence of total activities is allowed. The grade of participants who miss more than 10% of class sessions will be reduced one full letter grade. An extra credit option will be provided in such cases. Participants who miss 20% of class sessions will receive a failing grade and there will be no extra credit options. Exceptions can be made only for dire medical emergencies. Three late arrivals count as one absence. Students are not to leave class during sessions for any reason. Cell phones are not to be on during class. Distractions from participation in class negatively impact the grade received.
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 (will or may) be planned for Saturday and Sunday.

III. Post Intensive

A. Journal and report the following three 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 and revise the Ministry Development Plan (MDP) you were required to do in year one. The Ministry Development Plan has 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 four of your project document, a paper of at least 16 but no more than 22 pages, will be required providing the methodology of your project challenge. **This is the work required in year three that partially integrates your 6 credits of project learning into the program.**

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 and review your MDP. The meeting will center on personal and professional progress. The meeting must occur on or before March 18, 2016. The group will review the MDP and its progress.

E. Students will participate in a minimum of two sessions of a work group for peer support and sharing of experience.

1. A journal of those group meetings will be required from each group with a record of attendance by August 25, 2016.
2. The first group meeting must occur on or before May 16, 2016, and discuss the title by Munck and others.
3. The second group meeting must occur on or before June 27, 2016, and review the work of each student in the project methodology chapter for their project.
4. Groups may meet by phone conference, face-to-face, or via electronic conference.

G. 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 AND ASSESSMENT

A. Credit-Hour Definitions 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: 5 hours
Reading and journaling (approximately 2,880 pages) 160 hours for the reading and 40 for the journaling: 200 hours
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: 4 hours
Mentoring: 7 hours

Total: 280 hours (not including the project credits)

A.   Grade Points

Reading Journals and Reports: 30 points each x 7 books - 210 points
Context Support Group: 25 points
Methodology paper: 200 points
Group Meetings: 50 points (25x2)
Ministry Development Plan: 25 points
Mentor report: 25 points
Journaling during the Intensive: 40 points
Total: 575 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-

Pre-intensive reading reports and reading journals are due the first session of the teaching intensive, January 18, 2016. Other reading reports and journals are due August 25, 2015. The remainder of the assignments are also due August 25, 2015.

B.   Assignment Submission

Reading reports and reading journals for pre-intensive books are due the first session of the teaching intensive, January18, 2016. If submitted late, the work will be discounted 10%. They are to be in hard copy format.

The remainder of the assignments are due August 25, 2016, unless otherwise noted. They may be submitted electronically, and should be submitted in **one bundled mailing**, electronically or hard copy. Always keep copies.

E. Assignment submission / Late 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	(no credit for the assignment)

F. Student grades will be recorded by December 3, 2016.

G. Graduation requires a 3.0 or better program GPA. Students who receive a DN for a module 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.

Criteria for Assessment of the Post Intensive Paper: *Chapter 4: Description of the Intervention*

CATEGORY	4.00 Target	3.00 Needs Improvement	2.00 Incomplete	1.00 Unacceptable
Introduction	The chapter begins with an introduction that invites the reader into the topic and presents a bird's eye view of what the chapter will cover.	Same as Target, the bird's eye view is incomplete.	The reader is invited into the topic but no bird's eye view is given of what the chapter will cover.	There is no introduction or no clear connection between the introduction and the body of the chapter.
Development of the Intervention	An intervention is developed that **clearly** builds upon the theological foundation and the literature review.	An intervention is developed that **seems to** build upon the theological foundation and the literature review.	An intervention is developed, but no clear relationship is shown between it and the theological foundation and the literature review.	No intervention is developed.
Description of the Intervention	A **concise** description of the intervention is given, including how participants are to be recruited, what kind of sessions, how many, objectives, and content.	A description of the intervention is given, including how participants are to be recruited, what kind of sessions, how many, objectives, and content	An intervention is described, but it is unclear or lacks a logical flow.	No intervention is described.
Conclusion	The chapter ends with a conclusion that **clearly** reiterates the main points.	The chapter ends with a conclusion that reiterates the main points.	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, including in-text referencing to cite sources.	There is 1 stylistic mistake.	There are 2 stylistic mistakes.	There are 3 or more stylistic mistakes.

CATEGORY	4.00 Target	3.00 Needs Improvement	2.00 Incomplete	1.00 Unacceptable
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 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	20-25 pages	26-30 pages	31-40 pages	More than 40 pages

UNIVERSITY POLICIES

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

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*

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*

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-winning 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 a BA in Theology from Union College, a Master of Divinity from Andrews University, and a Doctor of Ministry from Fuller Seminary. He has authored *A Time to Serve: Church Leadership for the 21st Century*, published in 2003, *Servants and Friends: A Biblical Theology of Leadership* (main contributor and general editor), over 20 academic and professional articles, and several curriculums for professional pastoral development. He is a member of the Academy of Religious Leadership, the Society of Biblical Literature, and the Association for Doctor of Ministry Education.

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 or the Chicago Cubs.