

Organizational Leadership (NAD), 2017 Cohort
2019, Year Three

CHMN760 ADVANCED LEADERSHIP
COMPETENCIES

Stanley E. Patterson, PhD



Andrews University

CHMN760
**ADVANCED LEADERSHIP
COMPETENCIES**
ORGANIZATIONAL LEADERSHIP 2017

GENERAL MODULE INFORMATION

Intensive location: Riverside, CA, USA
Intensive Dates: January 21- February 1, 2019
Credits offered: 5

INSTRUCTOR CONTACT

Instructor: Stanley E. Patterson, PhD
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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.

MOODLE ACCESS, 365-DAY LIMIT

Moodle access for this module is limited to 365 days. Registered students generally have access to Moodle 60 days prior to the first day of the intensive. All module assignments are to be submitted through Moodle according to the due dates outlined in this syllabus.

MODULE MATERIALS

Required:

1. Schein, Edgar H. *Organizational Culture and Leadership*. 5th Edition. ed. Hoboken, New Jersey: Wiley, 2017. (416 pp. ISBN-13: 978-1119212041, \$33.54 Kindle)
2. Wolff, Randy. *Navigating Church Politics: A Church Leader's Guide for Managing Conflict and Power Struggles while Leading Organizational Change* (MinistryLift Church Leadership Series Book 2). Langley, BC, CAN. 2017 (225 pp, ASIN: B07734PQK3, \$9.99 Kindle)
3. Coleman, Peter T., Morton Deutsch, and Eric Colton Marcus. *The Handbook of Conflict Resolution: Theory and Practice*. Third edition. ed. San Francisco, CA: Jossey-Bass, 2014. (1274 pp. ISBN-13: 978-1118526866. \$59.70 hardcover) [Parts 1, 3, and 6 are required reading, making about 475 pages.]
4. Friedman, Edwin H. *Generation to Generation: Family Process in Church and Synagogue*. Guilford Family Therapy Series. New York: Guilford Press, 2011. (319 pp. ISBN-13: 978-1609182366. \$18.70 Kindle)
5. Furlong, G. T. (2010). *The Conflict Resolution Toolbox: Models & Maps for Analyzing, Diagnosing, and Resolving Conflict*. Mississauga, Ont: J. Wiley & Sons, CAN. (272 pp. ISBN: 0470835176, Kindle \$40.43)
6. Hiatt, Jeff and Timothy J. Creasey. *Change Management: The People Side of Change*. Loveland, CO: Prosci Learning Center Publications, 2012. (142 pp. ISBN: 978-193088561-5, \$9.96 Kindle).
7. Burton, Kevin. "Centralized for Protection: George I. Butler and His Philosophy of One-Person Leadership" (Master's Thesis). Seventh-day Adventist Theological Seminary, Andrews University, 2015. <https://digitalcommons.andrews.edu/theses/87>. (208 pp).
8. Lake Jr., Judson S. *Managing Time Well*. MINISTRY Magazine. Silver Springs, MD: General Conference of Seventh-day Adventists Ministerial Department. July 1996 13-14. <https://www.ministrymagazine.org/archive/1996/06/managing-time-well>
9. Vanderkam, Laura. This 3-minute Habit Changed my Life. *Fast Company Leadership Weekly*. June 18, 2018. 2 pp. (LearningHub Time Management block resource)
10. Vanderkam, Laura. 5 More Time Management Mistakes You May Be Making. *Fast Company Leadership Weekly*. August 31, 2015. 2 pp. (LearningHub Time Management block resource)

11. Evans, Lisa. The Top 5 Time Management Mistakes You're Making. *Fast Company Leadership Weekly*. July 21, 2015. 2 pp. (LearningHub Time Management block resource)
12. Heifetz R, A Grashow, and M Linsky. 2009. "Leadership in a (Permanent) Crisis". *Harvard Business Review*. 87, no. 7-8. 64-70.

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

Recommended:

1. Bass, Bernard M., and Ronald E. Riggio. *Transformational Leadership*. New York: Routledge, 2014.
2. Bass, Bernard M., Ruth Bass, and Ruth R. Bass. *The Bass Handbook of Leadership: Theory, Research, and Managerial Applications*. Riverside: Free Press, 2009.
3. Bell, Skip (ed.). *Servants & Friends: A Biblical Theology of Leadership*. Berrien Springs, Michigan: Andrews University Press, 2014.
4. Branson, Mark Lau and Juan Francisco Martínez. *Churches, Cultures & Leadership: A Practical Theology of Congregations and Ethnicities*. Downers Grove, Ill.: IVP Academic, 2011.
5. Burns, James MacGregor. *Leadership*. [New York]: Perennial, 2010.
6. Burns, James MacGregor. *Transforming Leadership: The New Pursuit of Happiness*. New York: Grove Press, 2004.
7. Clinton, Robert. *The Making of a Leader, Second Edition: Recognizing the Lessons and Stages of Leadership Development*. Carol Stream, Ill: Tyndale House, Inc, 2014.
8. Conger, Jay Alden, Gretchen M. Spreitzer, and Edward E. Lawler. *The Leader's Change Handbook: An Essential Guide to Setting Direction and Taking Action*. 1st ed. The Jossey-Bass Business & Management Series. San Francisco: Jossey-Bass, 1999.
9. Cosgrove, Charles H. and Dennis D. Hatfield. *Church Conflict: The Hidden System Behind the Fights*. Nashville: Abingdon, 1994.
10. Duarte, Deborah L. and Nancy T. Snyder. *Mastering Virtual Teams: Strategies, Tools, and Techniques That Succeed*. Second ed. San Francisco: Jossey-Bass, 2001.
11. Elmer, Duane. *Cross-Cultural Conflict: Building Relationships for Effective Ministry*. Downers Grove, Ill.: InterVarsity, 1993.
12. Elmer, Duane. *Cross-Cultural Servanthood: Serving the World in Christlike Humility*. Downers Grove, Ill.: IVP Books, 2006.
13. Friedman, Edwin H, Margaret M. Treadwell, and Edward W. Beal. *A Failure of Nerve: Leadership in the Age of the Quick Fix*. New York: Seabury Books, 2007.
14. Friedman, Edwin H. *Generation to Generation: Family Process in Church and Synagogue*. Guilford Family Therapy Series. New York: Guilford Press, 2011.
15. Furlong, Gary T. *The Conflict Resolution Toolbox: Models & Maps for Analyzing, Diagnosing, and Resolving Conflict*. Mississauga, Ont.: J. Wiley & Sons Canada, 2005.
16. Goleman, Daniel, Richard E. Boyatzis, and Annie McKee. *Primal Leadership: Realizing the Power of Emotional Intelligence*. Boston, MA: Harvard Business School Press, 2002.
17. Goleman, Daniel. *Emotional Intelligence*. New York: Bantam Books, 1995.
18. Greenleaf, Robert. *Servant Leadership: A Journey into the Nature of Legitimate Power and Greatness*. Indianapolis, IN: The Greenleaf Center, 1991. Reprint, 2002.

19. Hagberg, Janet O. *Real Power: Stages of Personal Power in Organizations*. 3rd ed. Salem, WI: Sheffield, 2003.
20. Hornstrup, Carsten, Jesper Loehr-Petersen, Joergen Gjengedal Madsen, Thomas Johansen, and Allen Vinther Jensen. *Developing Relational Leadership: Resources for Developing Reflexive Organizational Practices*. Taos Tempo Series. Chagrin Falls, Ohio: Taos Institute Publications, 2012.
21. House, Robert J., Leadership Global, and Program Organizational Behavior Effectiveness Research. *Strategic Leadership across Cultures: The Globe Study of Ceo Leadership Behavior and Effectiveness in 24 Countries*. Los Angeles: SAGE, 2014.
22. Kouzes, James M., and Barry Z. Posner. *The Leadership Challenge*. San Francisco: Jossey-Bass, 2002.
23. Northouse, Peter Guy. *Introduction to Leadership: Concepts and Practice*. Los Angeles: Sage. 2018.
24. Rost, Joseph C. *Leadership for the Twenty-First Century*. Westport, CT: Praeger, 1993.
25. Smith, Frank. *The Book of Learning and Forgetting*. New York, NY: Teachers College Press, 1998.
26. Stanley, Paul D. and J. Robert Clinton. *Connecting: Finding Mentors You Need to Be Successful in Life*. Colorado Springs: NavPress, 1992.
27. Uhl-Bien, Mary and Sonia Ospina. *Advancing Relational Leadership Research: A Dialogue among Perspectives*. Charlotte, NC: Information Age Pub., 2012.
28. Van Velsor, Ellen, Cynthia D. McCauley, Marian N. Ruderman, and Center for Creative Leadership. *The Center for Creative Leadership Handbook of Leadership Development*. 3rd ed. San Francisco: Jossey-Bass, 2010.
29. Wheatley, Margaret J. *Leadership and the New Science: Discovering Order in a Chaotic World*. 3rd ed. San Francisco: Berrett-Koehler Publishers, Inc., 2006.
30. White, Ellen G. *Christian Leadership*. Washington, D.C.: The White Estate, 1985.
31. Yukl, Gary A. *Leadership in Organizations*. 8th ed. Boston: Pearson, 2013

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

DMIN PROGRAM LEARNING OUTCOMES

The following program learning outcomes reflect the intended impact of the Doctor of Ministry Program:

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

DMIN PROGRAM PRIMARY EDUCATIONAL OBJECTIVES

The Doctor of Ministry program seeks to develop the person, knowledge, and practice of its students. While the program is structured around certain areas of concentration, there are general primary educational objectives which are indispensable for all students. They are:

Being:

- a) Seek deeper Christ-like biblical spirituality
- b) Experience enrichment of personal and family life
- c) Intensify commitment to ministry
- d) Develop an Adventist perspective of discipleship, evangelism, mission, and ministry

Knowing:

- a) Acquire exceptional theoretical knowledge that contributes to advanced ministry
- b) Foster a holistic view of society and its needs
- c) Articulate theological and theoretical understandings that advance global ministry
- d) Understand the biblical model of servant leadership

Doing:

- a) Enhance the ability to evaluate ministerial practices through theological reflection
- b) Use appropriate tools to analyze the needs of churches and communities
- c) Refine skills that facilitate ministerial effectiveness
- d) Reinforce habits of study that contribute to lifelong learning

CONCENTRATION OBJECTIVES

The Doctor of Ministry Organizational Leadership concentration seeks to develop the same three areas (person, being; knowledge, knowing, and practice, doing) in each 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 adopt 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 those foundations 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: 1) completing two theoretical chapters in their project dissertations (Chapters 2 and 3) in which participants will provide theological reflection on their selected ministry challenge and show a high level of acquaintance with the current literature on the subject, 2) the direct assessments in module one and two on assignments dealing with literature research and theological reflection administered by faculty, and 3) faculty assessment 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:
 - identifying 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 assessment of their project before peers and their respective committees as well as direct assessments of case studies administered by faculty.

STUDENT LEARNING OBJECTIVES

Following are objectives that are important to the student development. These objectives should be reflected in the Ministry Development Plan developed by the participant.

The graduate will be able to:

1. articulate the characteristics and anticipated culture of the Seventh-day Adventist organization
 2. demonstrate the use of evaluation and assessment tools to measure effectiveness of mission-focused programs and efforts
 3. respond proactively to conflict opportunities and challenges
 4. identify system relationships of the church and manage them to facilitate organizational health
 5. initiate and lead the process of change necessary to the health and growth of the church
 6. manage the financial, physical, and human resources to achieve a strategic end
 7. Able to use personal and corporate time wisely, efficiently and effectively.
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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 2017 Cohort take the following modules and the project seminar in the following sequence:

2017-

- CHMN747 Christian Leadership (4 cr)
Skip Bell, February 6-15, Andrews University
- GSEM790 DMin Project Seminar (4 cr)
David Penno, February 16-22, Andrews University

2018-

- GSEM706 Spiritual & Theological Foundations for Ministry (8 cr)
Allan Walshe, April 17-May 10, Andrews University (includes Field Research Symposium, Petr Cincala, April 17-18)
- Implementation Symposium
David Penno, December 11, 2:00 p.m. – 4 p.m. EST, virtual meeting via Zoom

2019-

- CHMN760 Advanced Leadership Competencies (5 cr)
Stan Patterson, January 21-February 1, Riverside, CA
- GSEM796 DMin Project (3 cr), Spring Semester

2020-

- CHMN780 Leading and Managing the Church Organization (5 cr)
Stan Patterson, January 13-24, Riverside, CA

GSEM796 DMin Project (3 cr), Spring Semester 2020

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

A. Pre-Intensive Reading:

Reading Assignments: (Learning Hub Book Forum Discussions)

Do the required reading for all seven books and 5 article texts and participate in the Learning Hub Forum reflection discussion for each one (see specific instructions on the three discussion blocks on the main Learning Hub page for this course). Reflection discussions should be facilitated by responding to posted questions by posting reflective comments and questions for discussion in the Learning Hub Forum dedicated to each source. Dialog is the secret to learning!! Engage the questions and clarify and 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 or not you are achieving the desired outcomes. Total pages assigned: 1,792.

Due January 21, 2019. Forum discussions on Learning Hub/Learning Hub will provide evidence of your participation and substance for the grade given for the reading assignments.

1. Schein, Edgar H. *Organizational Culture and Leadership*. 5th Edition. ed. Hoboken, New Jersey: Wiley, 2017. (416 pp. ISBN-13: 978-1119212041, \$33.54 Kindle)

2. Wollf, Randy. *Navigating Church Politics: A Church Leader's Guide for Managing Conflict and Power Struggles while Leading Organizational Change* (MinistryLift Church Leadership Series Book 2). Langley, BC, CAN. 2017 (225 pp, ASIN: B07734PQK3, \$9.99 Kindle)
3. Coleman, Peter T., Morton Deutsch, and Eric Colton Marcus. *The Handbook of Conflict Resolution: Theory and Practice*. Third edition. ed. San Francisco, CA: Jossey-Bass, 2014. (1274 pp. ISBN-13: 978-1118526866. \$59.70 hardcover) [Parts 1, 3, and 6 are required reading, making about 475 pages.]
4. Friedman, Edwin H. *Generation to Generation: Family Process in Church and Synagogue*. Guilford Family Therapy Series. New York: Guilford Press, 2011. (319 pp. ISBN-13: 978-1609182366. \$18.70 Kindle)
5. Furlong, G. T. (2010). *The Conflict Resolution Toolbox: Models & Maps for Analyzing, Diagnosing, and Resolving Conflict*. Mississauga, Ont: J. Wiley & Sons, CAN. (272 pp. ISBN: 0470835176, Kindle \$40.43)
6. Hiatt, Jeff and Timothy J. Creasey. *Change Management: The People Side of Change*. Loveland, CO: Prosci Learning Center Publications, 2012. (142 pp. ISBN: 978-193088561-5, \$9.96 Kindle).
7. Burton, Kevin. "Centralized for Protection: George I. Butler and His Philosophy of One-Person Leadership" (Master's Thesis). Seventh-day Adventist Theological Seminary, Andrews University, 2015. <https://digitalcommons.andrews.edu/theses/87>. (208 pp.)
8. Lake Jr., Judson S. *Managing Time Well*. MINISTRY Magazine. Silver Springs, MD: General Conference of Seventh-day Adventists Ministerial Department. July 1996 13-14. <https://www.ministrymagazine.org/archive/1996/06/managing-time-well>
9. Vanderkam, Laura. This 3-minute Habit Changed my Life. Fast Company Leadership Weekly. June 18, 2018. 2 pp. (LearningHub Time Management block resource)
10. Vanderkam, Laura. 5 More Time Management Mistakes You May Be Making. Fast Company Leadership Weekly. August 31, 2015. 2 pp. (LearningHub Time Management block resource)
11. Evans, Lisa. The Top 5 Time Management Mistakes You're Making. Fast Company Leadership Weekly. July 21, 2015. 2 pp. (LearningHub Time Management block resource)
12. Heifetz R, A Grashow, and M Linsky. 2009. "Leadership in a (Permanent) Crisis". Harvard Business Review. 87, no. 7-8. 64-70.

Books can be purchased in any manner convenient to the participant.

- B. Attend virtually the Implementation Symposium via ZOOM at 2:00-4:00 p.m.(EST) on December 11, 2018. This symposium will help you finalize your project proposal, obtain DMin Committee and IRB approval, and prepare you to implement your project in year three

of the program. The lead faculty for this module cannot enter a final grade until affirmation is provided by the project coach that you attended the symposium.

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 (will or may) be planned for Saturday and Sunday.

III. Post Intensive

A. Book Review for Publication

1. Choose and read a book published during or after 2017 of 180-250 pages on any subtopic of leadership of your choice (change, conflict, project management, etc.) and seek approval from Dr. Patterson for your choice to avoid replicating someone's review. A list of choices will be posted on LearningHub.
2. Write a 750 to 1000-word book review and structure the review according to the rubric found in this syllabus. A sample book review will be posted on LearningHub that will provide a visual reference to guide your review. Replicate the format and structure of the sample in your review. Dr. Patterson will grade and edit the document if necessary and submit it for consideration to a journal. Due **September 1, 2019**.

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. The MDP will serve the context support group and form the foundation for a reflection paper at the time of your assessment at the end of the program.

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 Doctor of Ministry Project Writing Manual 2nd Edition (or more recent edition) will provide the standards for all written work. Doctor of Ministry papers are done in Turabian Parenthetical style.

D. Complete your DMin project proposal, obtain DMin Committee and IRB approval, and begin implementing your project. The project coach will work with you on these objectives during and after

130 hours for the reading and 60 for the Book Forum involvement = 190 hours

Intensive	75 hours
Journaling during the intensive	2 hours
Context support group	2 hours
Peer group attendance and journaling	3 hours
Mentoring	5 hours
Total	280 hours

*The 280 hours are not including the project and project seminar credits

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

Implementation Symposium assignments: attendance, proposal completion and approval, and IRB approval-(15 hours relate to the project seminar credits)

B. Criteria for Grades

Assessment is accomplished by evaluating participation and assignments around the outcomes of the concentration. 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
Being d) Develop an Adventist perspective of discipleship, evangelism, mission, and ministry	Learning Hub forum interactive dialog on each book and article assigned	Each book and article posting will be rated based on quality—critical thinking, reflective commentary, analysis of other student postings.
Doing c) Refine skills that facilitate ministerial effectiveness	Activity assignments related to mentoring, support group interaction, peer learning groups and coaching	Group learning reports, context support group reflection and group development of the Ministry Development Plan.
Knowing a) Acquire exceptional theoretical knowledge that	Book review for publication	Rubric provided to guide expectations of stated thesis or purpose, analysis

contributes to advanced ministry		regarding thesis fulfillment, application to professional ministry, and recommendation
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C. Grade Points

Book Reading Book Forum Postings -	(25x7=175 pts.)
Article Reading Reflection Forum Postings -	(5x5=25 pts.)
Ministry Development Plan –	(10 pts.)
Methodology paper –	(30 pts.)
Context Support Group –	(10 pts.)
Small Group Meetings –	(10 pts.)
Report Regarding Mentor –	(10 pts.)
<u>Book Review for Publication –</u>	<u>(50 pts.)</u>
Total	(320 pts.)

- 96 - 100% - A
- 93 - 95% - A-
- 90 - 92% - B+
- 85 - 89% - B
- 82 - 84% - B-
- 79 - 81% - C+
- 75 - 78% - C
- 72 - 74% - C-

D. Assignment Submission

All assignments must be submitted to LearningHub.

- Submit assignments in MS Word (**NO PDF**)
- NO hard copies or email copies will be accepted.

E. Assignment submission deadlines:

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 forum journals for pre-intensive books are due the first session of the teaching intensive, (**January 21, 2019**). If submitted late, the work will be discounted 10%. The remaining assignments are due **September 21, 2019**.

F. Student grades will be recorded by December 15, 2019.

* 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.

ASSESSMENT GUIDELINES

Chapter Assessment Rubric for the Post Intensive Paper

CATEGORY	4.00 Target	3.00 Needs Improvement	2.00 Unsatisfactory	1.00 Unacceptable
Introduction	The chapter begins with an introduction that 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.
Profile of the Ministry Context	A concise profile is given of the ministry context that relates specifically to the task of the project.	A concise profile is given of the ministry context that relates to the task of the project.	A profile of the ministry context is given that does not relate	There is no profile of the ministry context.

			specifically to the task of this project.	
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 were recruited, what kind of sessions, how many, objectives, and content.	A description of the intervention is given, including how participants were 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, and acknowledges directions for further research and reflection.	The chapter ends with a conclusion that reiterates the main points and acknowledges directions for further research and reflection.	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 <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 Turabian Parenthetical Style in-text referencing to cite sources.	There is 1 stylistic mistake.	There are 2 stylistic mistakes.	There are 3 or more stylistic mistakes.
Language Conventions	There are no spelling, grammar, or punctuation errors.	There is spelling, grammar, or punctuation error.	There are 2 spelling, grammar, or punctuation errors.	There are 3 or more spelling, grammar, or punctuation errors.
Clearly Written	The chapter is written in a reader-friendly manner that models clarity of expression.	The 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	16-25 pages	26-30 pages	31-40 pages	More than 40 pages

Rubric for Assessing the CHMN760 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>			

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.

Late Assignment Submission

Late submissions require a direct conversation with Dr. Patterson to arrange for a workable date for submission. If no contact is made to arrange for late submission then the grade will reflect the missing work.

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”.

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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”.

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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.

INSTRUCTOR PROFILE

Dr. Stanley 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.