

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

Organizational Leadership Concentration,  
2017 Cohort  
Year One  
**CHMN747 CHRISTIAN LEADERSHIP**  
2017

*Skip Bell, DMin*



# Andrews University

CHMN747

## CHRISTIAN LEADERSHIP

ORGANIZATIONAL LEADERSHIP CONCENTRATION

2017 Cohort

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### GENERAL MODULE INFORMATION

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Module acronym: CHMN747  
Module name: Christian Leadership  
Semester & year: 2017  
Intensive location: Riverside, California  
Intensive Dates: February 6-15, 2017  
Credits: 4

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### INSTRUCTOR CONTACT

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Professor: Skip Bell, DMin  
Email: [sjbell@andrews.edu](mailto:sjbell@andrews.edu)

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### BULLETIN MODULE DESCRIPTION

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This module investigates principles, challenges, and practices of Christian leadership, emphasizing the issues that make leadership in the context of the church, education, and non-profit service organizations unique. It includes theological reflection, literature review, theory, and practical application of learning in the context of professional ministry.

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 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).

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Cohort members will meet in groups between intensives and pursue projects that advance their leadership competencies. On completion, they will have completed an Organizational Leadership concentration in their DMin program.

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### MOODLE ACCESS, 365-DAY LIMIT

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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.

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### MODULE MATERIALS

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Required:

1. Bell, S. (2014). *Servants & friends: A biblical theology of leadership*. Berrien Springs, MI: Andrews University Press.
2. Edmondson, Amy C., & Reynolds, Susan Salter. (2016). *Building the Future: Big Teaming for Audacious Innovation*. Oakland, CA: Berrett-Koehler.
3. Bolman, L. G., & Deal, T. E. (2013). *Reframing organizations: Artistry, choice, and leadership*. San Francisco: Jossey-Bass. Or later edition.
4. Dobbs, R. (2010). *Transformational Leadership: A blueprint for real organizational change*. New York: Parkhurst Brothers.
5. Heifetz, R. A., Grashow, A., & Linsky, M. (2009). *The practice of adaptive leadership: Tools and tactics for changing your organization and the world*. Boston, MA: Harvard Business Press.
6. *Harvard business review on culture and change*. (2002). Boston: Harvard Business School Press.
7. Senge, P. M. (2006). *The fifth discipline: The art and practice of the learning organization*. New York: Doubleday.

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### VISION AND MISSION OF THE CONCENTRATION

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#### **Vision**

We envision a pool of young pastors who have demonstrated competency in the various dimensions of organizational leadership from which the church may draw in the election and appointment of new organizational leaders.

#### **Mission**

To equip those among the next generation of pastors who feel called to service as organizational leaders by educating them toward competence in organizational leadership in the Seventh-day Adventist Church.

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## WHY AN ORGANIZATIONAL LEADERSHIP CONCENTRATION?

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The Doctor of Ministry program at Andrews University is designed to develop spiritually mature and responsible professionals in ministry for worldwide church leadership. This concentration enhances competencies and understanding in individuals who aspire to become church organizational leaders such as presidents, executive secretaries, treasurers, vice-presidents, ministerial and departmental directors. Those already serving in positional leadership roles will grow in the practice and understanding of leading within the organization.

Andrews University and the Seventh-day Adventist Theological Seminary primarily serve the educational needs of the Seventh-day Adventist faith community. Those who provide positional leadership in church organizations and institutions face the challenge of complex leadership and management responsibilities that require advanced training and skill development. The Organizational Leadership concentration aims at developing the next generation of organizational leaders by targeting young emerging leaders who demonstrate the maturity and potential to serve in these capacities.+

Organizational Leadership differs from leadership development in that it targets the intersection of the leader and the organization. Consequently, the students will be challenged to understand both the organization and what it expects of a Christian leader. Emphasis will be placed on leading and managing systems, human resources, conflict and change management, communication, authority and power dynamics, etc. that impact the success of the assigned mission. Spiritual foundations of leadership and ethics will be addressed in the development of a uniquely Christian approach to leadership.

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## PROGRAM OUTCOMES

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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.

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## ORGANIZATIONAL LEADERSHIP CONCENTRATION OUTCOMES

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1. Competently apply biblical principles to the organizational leadership context (Case Study; Reading Reflections; Ministry Development Plan; Chapter 2 of Project Document)
2. Integrate theory and practice in dealing with the challenges confronted in diverse ministry contexts (Project Document; Oral Assessment; Ministry Development Plan)
3. Evaluate the effectiveness achieved in the application of theory and practice to ministry (Project Document)

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## STUDENT LEARNING OUTCOMES

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The Doctor of Ministry Organizational Leadership Concentration seeks to develop the person (Being), knowledge (Knowing), and practice (Doing) of its participants. These outcomes guide the curriculum, and should be reflected in the Ministry Development Plan developed by the participant.

Following are outcomes for assessment related to the knowledge and practice base.

### 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 the research and reflective portions of their project work (Chapters 2 and 3) where students will provide theological reflection and show a high level of acquaintance with the current literature on the subject. There will be direct assessments in module one and two on assignments dealing with literature research and theological reflection administered by faculty. In addition, other assignments in each module will provide feedback from faculty.

### 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.

Practice of the following core leadership and administration competencies:

1. Empowerment

2. Decision-making
3. Fostering Learning in Organizations
4. Mentoring and coaching
5. Organizational Vision
6. Integrity
7. Challenging the Status Quo
8. Abundance Mentality
9. Leading in Diversity
10. Planning
11. Managing Resources
12. Communication
13. Building Teams
14. Managing Change
15. Managing Conflict

*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. In addition, other assignments in each module will provide feedback from faculty.

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## AREAS OF STUDY IN THIS MODULE

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1. Organizational Leadership Theory
2. Theological Foundations
3. Leadership Theory
4. Definition of Leadership
5. Servant Leadership in the Organizational Context
6. Relational vs Transactional Leadership
7. Leadership vs Management
8. Discipleship: Developing Leader/Follower
9. Empowerment
10. Decision-making
11. Learning Organization
12. Mentoring
13. Organizational Vision

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## THE COHORT

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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 2017 take the following modules and the project seminar in the following sequence:

CHMN747 Christian Leadership, February 6-15, 2017, Skip Bell, Riverside, California

GSEM790 DMin Project Seminar, Bill Knott and/or David Penno, 4 credits, February 16-22, 2017, Riverside, California

GSEM706 Spiritual and Theological Foundations for Ministry, Allan Walshe, 8 credits, April 17-May 3, 2017, Andrews University (includes a field research symposium)

Implementation Symposium, David Penno, December 11, 2017, 11:00 – 5:00 p.m. EST via virtual meeting.

CHMN760 Advanced Leadership Competencies, Staff, 5 credits, January 15-24, 2017

CHMN780 Leading and Managing the Church Organization, Staff, 5 credits, January 13- 23, 2017, Andrews University

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

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## MODULE REQUIREMENTS

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### I. Pre-Intensive

Pre-Intensive Reading:

A separate journal is due the first day of the teaching intensive for each of the four required pre-session titles. The journal (there will be four journals, 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 entire required book or state what portion you have read of the book.

1. Bell, Skip. (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. Dobbs, R. (2010). *Transformational Leadership: A Blueprint for Real Organizational Change*. New York: Parkhurst Brothers.

4. Heifetz, R. A., Grashow, A., & Linsky, M. (2009). *The practice of adaptive leadership: Tools and tactics for changing your organization and the world*. Boston, MA: Harvard Business Press.

Books can be purchased in any manner convenient to the participant. Books are often less expensive through online outlets, especially used books at the Amazon online book store.

## II. The Intensive

- A. Punctual attendance is required for all classes. A maximum of 10% absence of total activities is allowed.
- B. Participation in class discussion, group activities, journaling, and compilation of notes are expected.
- C. Formation of a Ministry Development Plan will begin during the intensive.
- D. A cohort field experience may be planned for Sunday.

## III. Post Intensive

A. Journal and report the following three books in the same manner as for the pre-intensive books.

1. Edmondson, Amy C., & Reynolds, Susan Salter. (2016). *Building the Future: Big Teaming for Audacious Innovation*. Oakland, CA: Berrett-Koehler.
2. *Harvard business review on culture and change*. (2002). Boston: Harvard Business School Press.
3. Senge, P. M. (2006). *The fifth discipline: The art and practice of the learning organization*. New York: Doubleday.

B. A Ministry Development Plan (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.

C. Chapter three of your project dissertation, a paper of at least 16 but no more than 22 pages, will be required providing a review of leadership literature relevant to your project challenge. **This is the required work in year one that integrates your 6 credits of project learning into the program.**

*The Andrews University Standards for Written Work, 12<sup>th</sup> Edition* (or more recent edition) will provide the standards for all written work.

D. Students will form a context support group of seven to nine persons from their specific ministry context who will meet face-to face annually with them to review their MDP. The meetings will center on personal and professional progress. The first meeting must occur on or before April 4, 2017. The group will review the MDP and its role with materials provided during the intensive.





Total 224 hours

Post intensive paper – (60 hours relate to the project credits registered in years three and four and are not included in the 224 hours for this module)

## B. Criteria for Grades

Assessment is accomplished by evaluating participation and assignments around the outcomes of the concentration. There are seven outcomes in the area of being, three in the area of knowing, and two 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.

## C. Grade Points

Case Study – 120 points

Reading Journals and Reports: 25 points each x 7 books - 175 points

Ministry Development Plan - 80 points

Literature Review - 175 points

Context Support Group - 40 points

Small Group Meetings – 40 (20x2)

Journal During Intensive - 20 points

Report Regarding Mentor – 40 points

Total 690 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-

## D. Assignment Submission

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

## E. Assignment submission / Late Submission deadlines will be applied as follows:

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)

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 September 18, 2017. 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.

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## ASSESSMENT GUIDELINES

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### Chapter Assessment Rubric for the Post Intensive Paper

Category	4.00 Target	3.00 Needs Improvement	2.00 Unsatisfactory	1.00 Unacceptable
<b>Introduction</b>	The chapter begins with an introduction that establishes an appropriate context for reviewing the literature, defines and justifies the scope of the review, and provides a roadmap for the progression of the chapter.	Same as target, but less defined.	The context for reviewing the literature is unclear, or the scope of the review is not defined, or there is not a roadmap for the progression of the chapter.	There is no introduction or no clear connection between the introduction and the body of the chapter.
<b>Relevance of the Literature to the problem/topic</b>	The problem/topic is identified and the chosen literature is clearly related.	The problem/topic is identified and the chosen literature is related.	The literature chosen is only loosely related to the problem/topic.	There is no connection between the problem/topic and the selected literature.
<b>Currency of the Literature</b>	The literature represents the latest work done in the field. The focus is on literature written over the last five years. Specific reasons are given for the use of any literature that is not current.	The literature represents the latest work done in the field. The focus is on literature written over the last ten years. Specific reasons are given for the use of any literature that is not current.	Numerous sources of literature reviewed are over ten years old and no specific reason is given for the use of this noncurrent literature.	Most of the literature reviewed was written over ten years ago.
<b>Primary Literature is Emphasized</b>	Primary Literature is emphasized and secondary literature is used selectively.	Primary and secondary sources are distinctively identified and come from reputable sources.	There is no distinction between primary and secondary sources but sources are reputable.	There is no evidence that the literature comes from reputable sources.

<b>Logical Organization of the Content</b>	The literature review is organized around ideas, not the sources themselves. The ideas are presented in either a chronological or a thematic structure.	The literature review is organized around ideas, not the sources and there is a logical structure.	The review is organized by author without a logical structure.	There is no organization at all, just a list of abstracts or disconnected reports.
<b>Comparison and Contrast of Studies</b>	The researchers whose works are being reviewed are put into conversation with each other and their studies are compared and contrasted with each other.	The studies are compared and contrasted.	There is some type of description of the relationship between studies.	There is no analysis of the relationship of the different studies to each other.
<b>Conclusion</b>	The chapter ends with a conclusion that summarizes the major insights gained from the review, addresses questions for further research and provides insight into the relationship between the review and the central topic of the research.	The chapter ends with a conclusion that summarizes the major insights gained from the review and provides insight into the relationship between the review and the central topic of the research.	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.
<b>Format</b>	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.
<b>Style</b>	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.
<b>Language Conventions</b>	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.
<b>Clearly Written</b>	The chapter is written in a reader-friendly manner that models clarity of expression.	The statement 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.
<b>Length</b>	16-25 pages	26-30 pages	31-40 pages	More than 40 pages

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## UNIVERSITY POLICIES

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### **Disability 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.

### **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**

**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, 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*

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### INSTRUCTOR PROFILE

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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*, published in 2003, is the general editor and contributor for *Servants and Friends: A Biblical Theology of Leadership* published by AU Press in 2014. He has authored numerous academic and professional articles, and several curriculums for professional pastoral development. He is a member of the Academy of Religious Leadership.

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.