

CHMN543
CHRISTIAN
LEADERSHIP IN A
CHANGING WORLD

July 14-18, 2013

Instructor: John Grys, DMIN

InMinistry Center Intensive



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CHMN 543 CHRISTIAN LEADERSHIP IN A CHANGING WORLD

JULY 14-18, 2013
InMinistry Center Intensive

GENERAL CLASS INFORMATION

Class acronym: CHMN 543
Class name: Christian Leadership in a Changing World
Semester & year: Summer Intensive 2013
Class location: TBD
Class time/day: Sunday, July 14, 7-9:00pm
Monday – Thursday, July 15-18, 8:00am – 5:00pm
Credits offered: 3

INSTRUCTOR CONTACT DETAILS

Instructor: John Grys, DMin
Telephone: C: (707) 332-3874; H: (509) 888-9597
Email: johngrys@gmail.com

BULLETIN CLASS DISCRIPTION

This course explores biblical and theological principles of Christian Leadership, organizational theory, and systems thinking appropriate to the church and seeks to instill in students, servant leadership qualities. Additionally, it facilitates growth in administrative areas such as strategic planning, managing change, finance, Christian education, and conflict management.

CLASS OBJECTIVES

The primary objectives of this class are to be a:

- *Knowing* student of Christian leadership who:
 - Demonstrates advanced understanding of Christian history, theology, philosophy, ethics and mission.
 - Recognizes the dynamics and complexity of human nature
 - Embraces the biblical and theological principles of servant leadership
 - Understands leadership and organizational theory as they apply to the church and its administration
- *Doing* student of Christian leadership who:
 - Interacts positively with people of other cultures and religions
 - Demonstrates ability to build community and nurture positive relationships
 - Has the ability to minister to and to empower people for ministry in diverse and multi-cultural settings
 - Is able to organize, equip, and mobilize congregations effectively for mission and ministry
- *Being* student of Christian leadership who:
 - Is committed to reflecting the character of Christ and exemplifying personal integrity and professional ethics
 - Values scholarship, professional growth, and lifelong learning
 - Values congruence between the message preached and his/her life
 - Respects the individual's uniqueness and God-given ability to address life's issues
 - Is able to inspire and mentor members in spiritual growth
 - Appreciates the importance of leadership and church polity in facilitating Seventh-day Adventist mission
 - Is an agent of the reconciling ministry of Christ and a peacemaker

Secondary objectives of this class are to be a:

- *Knowing* student of Christian leadership who:
 - Understands the social and historical backgrounds of the Bible and the influence of culture on biblical interpretation
 - Understands the role and influence of Ellen G. White and her writings on Seventh-day Adventist theology, mission, and ministry
 - Has a practical knowledge of how to lead people, including those from diverse cultural and religious backgrounds to Christ
 - Values a sense of justice and advocates for equity, fairness, and religious liberty for all
- *Doing* student of Christian leadership who:
- *Being* student of Christian leadership who:
 - Engages in biblical and theological reflection as the basis for ministry
 - Is sensitive to all cultures and faiths in presenting the gospel
 - Values Christian education and other forms of youth ministry
 - Is able to analyze, interpret, and critique contemporary social, cultural, and political issues in the light of biblical truth.

TEXTBOOKS, RECOMMENDED READINGS AND CLASS BIBLIOGRAPHY

Pre-Intensive Required:

1. Friedman, E. H., M. M. Treadwell, et al. (2007). *A Failure of Nerve: Leadership in the Age of the Quick Fix*. New York, Seabury Books. 260 pages. ISBN: 1-59627042-X.
http://www.amazon.com/Failure-Nerve-Leadership-Age-Quick/dp/159627042X/ref=sr_1_8?ie=UTF8&qid=1300120913&sr=8-8
2. Heifetz, R., 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. 327 pages. ISBN: 978-1-4221-0576-4. http://www.amazon.com/The-Practice-Adaptive-Leadership-ebook/dp/B004OC071W/ref=tmm_kin_title_0?ie=UTF8&m=AG56TWVU5XWC2&qid=1337706820&sr=8-1
3. Valentine, G. (2011) *The Prophet and the Presidents: Ellen White's Influence on the Leadership of the Early Seventh-day Adventist Church*. Nampa, ID: Pacific Press Publishing Association. 377 pages. http://www.amazon.com/Prophet-Presidents-Gil-Valentine/dp/0816324859/ref=sr_1_2?ie=UTF8&qid=1320113257&sr=8-2
4. White, E. G. (1985). *Christian Leadership*. Washington DC: Ellen G. White Estate. 77 pages. (This book is in the EGW Writings App as well.)

Post-Intensive Required:

5. Rodin, R. S. (2010). *The Steward Leader: Transforming People, Organizations and Communities*. Downers Grove, IL: InterVarsity Press Academic. 199 pages. ISBN: 0-830838783.
<http://www.amazon.com/Steward-Leader-Transforming-Organizations-Communities/dp/0830838783%3FSubscriptionId%3D0RAFFGWETQZXXMXGFNN02%26tag%3Damznf-us-tbsearch-20%26linkCode%3Dxm2%26camp%3D2025%26creative%3D165953%26creativeASIN%3D0830838783>

Recommended:

1. Arbinger Institute. (2002). *Leadership and self-deception: Getting out of the box*. San Francisco: Berrett-Koehler Publishing, Inc.
2. Clinton, R. J. (1988). *The making of a leader: Recognizing the lessons and stages of leadership development*. Colorado Springs, CO: NavPress.
3. Collins, J. (2009). *How the mighty fall: And why some companies never give in*. New York: Harper Collins.
4. Covey, S. M. R. (2006). *The speed of trust: The one thing that changes everything*. New York: Free Press.
5. Gardner, H. (1995). *Leading minds: An anatomy of leadership*. New York: Basic Books.
6. Gardner, H. (2004). *Changing minds: The art and science of changing our own and other people's minds*. Boston: Harvard Business School Press.
7. Gladwell, M. (2008). *Outliers: The story of success*. New York: Little, Brown and Company.
8. Goleman, D., Boyatzis, R., & McKee, A. (2002). *Primal leadership: Realizing the power of emotional intelligence*. Boston: Harvard Business School Press.
9. Hagberg, J. O. (1994). *Real power: Stages of personal power in organizations*. Salem, WI: Sheffield Publishing Company.
10. Herrington, J., Creech, R. R., & Taylor, T. (2003). *The leader's journey: Accepting the call to personal and congregational transformation*. San Francisco: Jossey-Bass.
11. Hybels, B. (2008). *Axiom: Powerful leadership proverbs*. Grand Rapids, MI: Zondervan.

12. Kouzes, J. M., & Posner, B. Z. (1995). *The leadership challenge: How to keep getting extraordinary things done in organizations*. San Francisco: Jossey-Bass.
13. Lee, B. (1997). *The power principle: Influence with honor*. New York: Simon & Schuster.
14. Lewis, P. V. (1996). *Transformational leadership: A new model for total church involvement*. Nashville: Broadman & Holman Publishers.
15. Martin, R. (2007). *The opposable mind: How successful leaders win through integrative thinking*. Boston: Harvard Business School Press.
16. Parks, S. D. (2005). *Leadership can be taught: A bold approach for a complex world*. Boston: Harvard Business School Press.
17. Rima, S. D. (2000). *Leading from the inside out: The art of self-leadership*. Grand Rapids, MI: Baker Books.
18. Spears, L. C., & Lawrence, M. (Eds.). (2004). *Practicing servant leadership: Succeeding through trust, bravery, and forgiveness*. San Francisco: Jossey-Bass.
19. Schein, E. H. (1992). *Organizational culture and leadership* (2nd ed.). San Francisco: Jossey-Bass.
20. Wiseman, L., & McKeown, G. (2010). *Multipliers: How the best leaders make everyone smarter*. New York: HarperCollins.

Class Bibliography:

1. Allender, D. B. (2006). *Leading with a limp : turning your struggles into strengths* (1st ed.). Colorado Springs, CO: Waterbrook Press.
2. Avolio, B. (1999). *Full leadership development: Building the vital forces in organizations*. Thousand Oaks, CA: Sage Publications.
3. Bartholomew, K., & Horowitz, L. M. (1991). Attachment styles among young adults: A test of a four-category model. *Journal of Personality and Social Psychology*, 61(2), 226-244.
4. Bass, B. M. (1990). *Bass & Stogdill's handbook of leadership: Theory, research, and managerial applications* (3rd ed.). New York: The Free Press.
5. Bass, B. M., & Avolio, B. J. (1992). *Organizational description questionnaire: Sampler set*
6. Bass, B. M., & Riggio, R. E. (2006). *Transformational leadership* (2nd ed.). Mahwah, NJ: Lawrence Erlbaum Associates, Publishers.
7. Burns, J. M. (1978). *Leadership*. New York: Harper & Row, Publishers.
8. Carson, C. (Ed.). (1998). *The autobiography of Martin Luther King, Jr.* New York: Warner Books.
9. Chhokar, J. S., Brodbeck, F. C., & House, R. J. (Eds.). (2008). *Leadership across the world: The GLOBE book of in-depth studies of 25 societies*. New York: Lawrence Erlbaum Associates.
10. Ciulla, J. B. (2004). *Ethics, the heart of leadership*. Westport, CT: Praeger.
11. Cole, N. (2011). *Journeys to significance: Charting a leadership course from the life of Paul*. San Francisco: Jossey-Bass.
12. Collins, J. (2005). *Why business thinking is not the answer: Good to great and the social sector: A monograph to accompany good to great*. Jim Collins.
13. Flemming, D. (2005). *Contextualization in the New Testament: Patterns for theology and mission*. Downers Grove, IL: InterVarsity Press.
14. Friedman, E. H. (1985). *Generation to generation: Family process in church and synagogue*. New York: Guilford Press.
15. Friedman, E. H., Treadwell, M. M., & Beal, E. W. (2007). *A failure of nerve: Leadership in the age of the quick fix*. New York: Seabury Books.
16. Fromm, L. E. (1971). *Movement of destiny*. Washington, D.C: Review and Herald Publishing Association.
17. Fry, L. W. (2003). Toward a theory of spiritual leadership. *The Leadership Quarterly*, 14(6), 693-727.
18. Gardner, J. W. (1964). *Self-renewal: the individual and the innovative society* (1st ed.). New York,: Harper & Row.

19. Greenleaf, R. K. (1977). *Servant leadership: A journey into the nature of legitimate power and greatness*. New York: Paulist Press.
20. Hartog, D. N. D., House, R. J., Hanges, P. J., & Ruiz-Quintanilla, S. A. (1999). Culture specific and cross-culturally generalizable implicit leadership theories: Are attributes of charismatic/transformational leadership universally endorsed? *The Leadership Quarterly*, 10(2), 219-256.
21. Heath, C., Heath, D. (2010). *Switch: How to change things when change is hard*. New York: Broadway Books.
22. Hiebert, P. G. (2008). *Transforming worldviews: An anthropological understanding of how people change*. Grand Rapids, MI: Baker Academic.
23. Hirsch, A. (2006). *The forgotten ways: +reactivating the missional church*. Grand Rapids, MI: Brazos Press.
24. Koestenbaum, P. (2002). *Leadership: The inner side of greatness: A philosophy for leaders*. San Francisco: Jossey-Bass.
25. Kouzes, J. M., & Posner, B. Z. (2010). *The truth about leadership: The no-fads, heart-of-the-matter facts you need to know*. San Francisco: Jossey-Bass.
26. Sosik, J. J., & Jung, D. I. (2010). *Full range leadership development: Pathways for people, profit, and planet*. London: Taylor & Francis.
27. Trompenaars, F., & Voerman, E. (2009). *Servant-leadership across cultures: Harnessing the strength of the world's most powerful leadership philosophy*. Oxford: Infinite Ideas.

GRADING CRITERIA AND COURSE ASSESSMENT ITEMS

Criteria for Grades

Written assignments will be graded by considering the degree to which each of the written instructions for the assignment are incorporated into the paper; compliance with *AU Standards for Written Work, 12th ed*; quality of writing including grammar, punctuation, and clarity (e.g. Criteria for each grade are listed in the *Criteria for Assessment Guidelines* which is found in Appendix 1 of this document.)

Passing Grades

All assignments must be submitted to receive a passing grade regardless of the points awarded for any individual assignment(s).

Assessment Submission

All assignments should be submitted to me as a MS Word document via johngrys@gmail.com dated no later than the day the assignment is due.

Late Submission

The following penalties will be applied for late submission of assessment items:

| | |
|-----------------------------------|------------------------------|
| Assessments received by due date: | (possible A grade) |
| Delay up to 60 days: | (no better than an A- grade) |
| Delay up to 90 days: | (no better than a B+ grade) |
| Delay up to 120 days: | (no better than a B grade) |
| Delay up to 150 days: | (no better than a C grade) |

Other Guidelines

There are 215 points possible for the class. The percentage breakdown for each assignment is as follows:

| Assignment | Percentage | Due Date |
|--|-------------|------------------|
| 1. Pre-intensive Reading Journal (60pts=15 per x 4bks) | 28% | July 14, 2013 |
| 2. Final Test (50pts) | 23% | July 18, 2013 |
| 3. Post-Intensive Reading Journal (15pts) | 7% | October 31, 2013 |
| 4. Leadership Development Vision—LDV (40pts) | 19% | October 31, 2013 |
| 5. Leadership Implementation Study—LIS (50pts) | 23% | October 31, 2013 |
| Total (215pts) | 100% | |

Pre-Intensive Course Requirements

1. **Reflective Reading Journals:** Do the required reading for all textbooks and submit a 600-1500 word journal of reflection (this is not a report of what the author says but your reflection and/or response to key points) for each book, **due at the beginning of class on July 14, 2013.**

In-Course Requirements

2. **Final-Day Exam:** A collaborative, open book/note essay will be written as a team experience at the end of the final day of the intensive.

Post-Intensive Requirements

3. **Post-Intensive Reading Journal:** Do the required reading for the one textbook and submit a 600-1500 word journal of reflection (this is not a report of what the author says but your reflection and/or response to key points), **due on October 31, 2013.**
4. **Leadership Development Vision:** Write a 1200-1800 word descriptive paper as to how you currently see yourself in the context of leadership principles, theory, and theology, then reflect on what you wish to become as a result of intentional leadership development over the next five years. Give special attention to your view of yourself in relationship to those you lead and your past experiences of leading. Include the basis upon which you articulate your own vision of leadership and the vision for your community, as well as a prayerful projection of the theoretical and theological context that will influence your leadership. Write the future vision portion in the first person as though you are describing yourself in 2016. **October 31, 2013**
 - a. **Competencies:** Specifically analyze yourself and project your vision of self as a leader relative to competencies listed under the “Leader’s Portfolio” rubric on pages 9, 10 of this syllabus.
 - b. **Leadership Theory:** Assess and predict yourself in this paper according to the leadership theories presented in this class.
 - c. **Theology of Leadership:** Assess yourself in this paper according to the biblical leadership concepts presented in class.
 - d. **Early Adventist Founders on Leadership and Administration:** Include appropriate reflection on the counsel given by Ellen White and the historical context for that counsel.
5. **Leadership Implementation Study (LIS):** Produce a written study that demonstrates your implementation of at least four learnings into your ministry context, identified from the course through the end of the intensive. This study will be five to seven pages, double spaced and follow the *Andrews University Standards for Written Work 12th Edition*, using APA from this manual. The outline of components below serves only as a suggested order. Each of these components should appear somewhere within your study. This study will be **due on October 31, 2013.**
 - a. **Identify and briefly** explain each learning.
 - b. **Connect** each learning to a leadership theory, competency, and biblical and theological foundations.
 - c. **Describe** the ministry context for each learning.
 - d. **Write** a brief strategy for implementing each learning.
 - e. **Assess** the implementation of each learning into your ministry context.

LEADER’S PORTFOLIO

| | Competencies Addressed | Assessment Methods | Portfolio Artifacts |
|-----------|---|--|--|
| 1. | <i>Maturing Christian</i> | | |
| D | Is committed to reflecting the character of Christ and exemplifying personal integrity and professional ethics. | Leadership Implementation Study Final Examination | Class notes and handouts Leadership Implementation Study Final Examination |
| G | Interacts positively with people of other cultures and religions. | Leadership Implementation Study | Class notes and handouts Leadership Implementation Study |
| 2. | <i>Perceptive Student of the Bible</i> | | |
| B | Understands the social and historical backgrounds of the Bible and the influence of culture on biblical interpretation | Book Reflective Journal | Book Reflective Journal Class notes and handouts |
| 3. | <i>Developing Theologian</i> | | |
| A | Demonstrates advanced understanding of Christian history, theology, philosophy, ethics and mission. | Final Examination Leadership Implementation Study | Final Examination Leadership Implementation Study Class notes and handouts |
| C | Understands the role and influence of Ellen G. White and her writings on Seventh-day Adventist theology, mission, and ministry. | Vision Paper | Class notes and handouts Vision Paper |
| F | Values scholarship, professional growth, and lifelong learning. | Vision Paper Leadership Implementation Study | Vision Paper Leadership Implementation Study |
| 4. | <i>Inspiring Biblical Preacher and Worship Leader</i> | | |
| D | Values congruence between the message preached and his/her life. | Final Examination Vision Paper | Final Examination Vision Paper |
| 5. | <i>Discipling Pastor</i> | | |
| B | Recognizes the dynamics and complexity of human nature. | Final Examination Leadership Implementation Study | Final Examination Leadership Implementation Study |
| C | Respects the individual's uniqueness and God-given ability to address life's issues. | Final Examination Leadership Implementation Study | Final Examination Leadership Implementation Study |
| E | Is able to inspire and mentor members in spiritual growth. | Vision Paper | Vision Paper |
| F | Demonstrates ability to build community and nurture positive relationships. | Final Examination Vision Paper | Final Examination Vision Paper |
| | Competencies Addressed | Assessment Methods | Portfolio Artifacts |
| 6. | <i>Persuasive Evangelist and Apologist</i> | | |

| | | | |
|----|---|--|--|
| B | Has a practical knowledge of how to lead people, including those from diverse cultural and religious backgrounds to Christ. | Vision Paper | Vision Paper Classroom notes and handouts |
| D | Is sensitive to all cultures and faiths in presenting the gospel. | Vision Paper | Vision Paper Classroom notes and handouts |
| 7. | <i>Transforming Leader</i> | | |
| A | Embraces the biblical and theological principles of servant leadership. | Final Examination Leadership Implementation Study Vision Paper | Final Examination Leadership Implementation Study Vision Paper Classroom notes and handouts |
| B | Understands leadership and organizational theory as they apply to the church and its administration. | Final Examination Leadership Implementation Study Vision Paper | Final Examination Leadership Implementation Study Vision Paper Classroom notes and handouts |
| C | Appreciates the importance of leadership and church polity in facilitating Seventh-day Adventist mission. | Final Examination Leadership Implementation Study Vision Paper | Final Examination Leadership Implementation Study Vision Paper Classroom notes and handouts |
| D | Values Christian education and other forms of youth ministry. | Vision Paper | Vision Paper Classroom notes and handouts |
| E | Has the ability to minister to and to empower people for ministry in diverse and multi-cultural settings. | Vision Paper | Vision Paper Classroom notes and handouts |
| F | Is able to organize, equip, and mobilize congregations effectively for mission and ministry. | Vision Paper | Vision Paper Classroom notes and handouts |
| 8. | <i>Prophetic Change Agent</i> | | |
| B | Values a sense of justice and advocates for equity, fairness, and religious liberty for all. | Vision Paper | Vision Paper Classroom notes and handouts |
| C | Is an agent of the reconciling ministry of Christ and a peacemaker. | Vision Paper | Vision Paper Classroom notes and handouts |
| D | Is able to analyze, interpret, and critique contemporary social, cultural, and political issues in the light of biblical truth. | Final Examination Leadership Implementation Study Vision Paper | Final Examination Leadership Implementation Study Vision Paper Classroom notes and handouts |

CLASS POLICIES

AU Standards for Written Work

All papers submitted for this class must conform to AU Standards for Written Work, 12th edition. 10% will be deducted from the total possible points if cover page, title, sub-headings, page numbering, citations, bibliography, reference lists, abbreviations of scripture references and margins do not comply. http://www.andrews.edu/sem/dmin/project/writing_assistance/sww12-updated.pdf

Disability Accommodations

Give a statement about how you will fulfill disability accommodations (e.g. If you qualify for accommodations under the American Disabilities Act, please see the instructor as soon as possible for referral and assistance in arranging such accommodations.)

Late Submission of Assessment

The following penalties will be applied for late submission of assessment items:

| | |
|-----------------------------------|------------------------------|
| Assignments received by due date: | (possible A grade) |
| Delay up to 60 days: | (no better than an A- grade) |
| Delay up to 90 days: | (no better than a B+ grade) |
| Delay up to 120 days: | (no better than a B grade) |
| Delay up to 150 days: | (no better than a C grade) |

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. Whenever the number of absences exceeds 10% 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.”

Andrews University Bulletin 2010, page 29-30

Academic Integrity

Andrews University takes seriously all acts of academic dishonesty. Academic dishonesty includes (but is not limited to) falsifying official documents; plagiarizing; misusing copyrighted material; violating licensing agreements; using media from any source to mislead, deceive or defraud; presenting another's work as one's own; using materials during a quiz or examination other than those specifically allowed; stealing, accepting or studying from stolen examination materials; copying from another student; or falsifying attendance records. For more details see the Andrews University Bulletin 2010, page 30.

“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.”

Andrews University Bulletin 2010, page 30

OUTLINE OF TOPICS AND ASSIGNMENTS

| Day | Date | Class Topic | Assignments Due |
|------------|------------------|---|---------------------------------|
| 1 | July 14, 2013 | Introduction and Orientation | Pre-session reading Journals |
| | | Leadership Theory | |
| | | Shared Vision & the Differentiated Self | |
| 2 | July 15, 2013 | Integrity and Spiritual Leadership | |
| | | Leading Change | |
| | | Managing Conflict Biblically | |
| 3 | July 16, 2013 | E.G. White and Leadership | |
| | | Empowerment and Trust | |
| | | Motivating People | |
| 4 | July 17, 2013 | Jesus as Transformational Leader | |
| | | Mentoring/Discipleship | |
| | | Ministry in Teams | |
| 5 | July 18, 2013 | Administrative Leadership | |
| | | Stewardship of Time | |
| | | Final and Evaluation | |
| | October 31, 2013 | Post-Intensive Assignment | Post-Intensive Reading Journal |
| | October 31, 2013 | Post-Intensive Assignment | Leadership Development Vision |
| | October 31, 2013 | Post-Intensive Assignment | Leadership Implementation Study |

INSTRUCTOR PROFILE

Currently, I serve as Interim Senior Pastor in Wenatchee, Washington. I experienced God's grace while pastoring in places like Miami, Florida; Richmond, Virginia; Chattanooga and Knoxville, Tennessee; and Napa, California. I even had the privilege of spending a year in Geneva, Switzerland pastoring an English-speaking church in that beautiful city. Growing up during my formative years in Chicago prepared me for the variety of life I have experienced.



Through all the twists and turns of life, God's grace and truth has been good to me. In the Summer of 2011, I completed my Doctor of Ministry in Leadership at the Seminary in Andrews University. During that time, I was given the opportunity to launch a new journal, *The Journal of Applied Christian Leadership* that is operated by the Christian Leadership Center at the Seminary. My area of specialty concerns organizational and human culture and the question of transformational leadership. My project focused on helping our local church leaders identify their mental models of leadership and examine how that impacts their leading.

My areas of study and writing revolve around the following: church history (including Adventist), organizational culture, leadership, issues of human development, the formation of the canon, and the contextualization of the gospel. I presented a paper at the Association of Seventh-day Adventist Historians gathering at Union College in the Spring, 2013. The title of the paper was, "Bird in a Cage: The Presidency of Arthur Grosvenor Daniells." I am currently doing research to write a book focusing only on his presidential years.

When not spending time writing, reading, or just hanging out with friends, I am learning to enjoy the outdoor beauty of the Northwest. I enjoy rafting and snow-skiing, as well as a good hike shared with friends. In all these activities, I am a novice (though I did enjoy the backpacking into Petra while in seminary). I find myself thinking often, "There is so much to learn and so little time. Thank goodness for eternity!" Probably my favorite activity is to sit in an airport overseas and watch people. How vast is God's creation!

And yes, while ministry and education continues to provide a rich field of learning for my life, nothing contributes more to that field of learning than my family. My wife, Cristina Matos-Grys, while born in Portugal, was raised on the continent of Africa, in Angola. She currently serves as Bible and Spanish Teacher, as well as Chaplain at Cascade Christian Academy in Wenatchee, Washington. I have two boys, Jason and Kristofer, the first a freshman at Walla Walla University and the second a sophomore at Cascade Christian Academy. Talk about multi-cultural ministry!

APPENDIX 1

CRITERIA FOR ASSESSMENT GUIDELINES

THE B GRADE

We start with the B grade for a very specific reason. It is because a B grade is a sign that you have competently fulfilled all of the requirements stipulated for an assessment or competency evaluation. It is an excellent grade and demonstrates a high level of knowledge, insight, critique competence and professional written presentation standards essential for an individual wishing to pursue a career as a professional pastor.

THE A GRADE

An A grade is only given when a student not only fulfills the criteria stipulated above for a B grade, but in doing so demonstrates an advanced academic aptitude for content knowledge, critique, synthesis and independent insight, while exhibiting highly developed communication skills and professional publication standards that would allow them to pursue a highly competitive academic career.

THE C GRADE

The C grade differs only from a B grade in that the traits outlined in the B grade above are not consistently applied. However, with diligence and applying feedback from your lecturer, the academic process can provide a perfect opportunity for a student to improve their consistency, and hence, their grade.

THE D GRADE

The D grade exhibits a limited level of knowledge, insight and critique and poor written presentation standards. This may be because of a lack of time management on the part of the student, they may have difficulty grasping the concepts being taught, English may be their second language, or they may be experiencing a personal issue that is affecting their concentration and motivation levels. Again, with diligence, applying feedback from your lecturer, and seeking services offered by the University like the writing lab or the counseling center, the academic process can provide an opportunity for a student to significantly improve their performance.

FAIL

The Fail grade is given when very limited or no demonstratable competency has been observed.

EXTRA-CURRICULAR ACTIVITIES

- You cannot be graded on the type of paper you could have turned in if you had had more time.
- You cannot be graded or given credit in this class on extra-curricular activities you may be involved in.
- It is unreasonable to expect a better grade because you are a nice person or are friends with the lecturer.
- It is unreasonable to demand a good grade because you believe you have been called by God, and thus, should automatically be given good grades despite poor performance.

Your assessments have been specifically designed to measure and provide evidence of your competency with relation to the subject matter. This is to meet University accreditation standards. Thus, you will only be graded on the content of the assessments you submit. If it is not in your assessments, your lecturer will not have adequate evidence of your competency and will have to grade you accordingly.

PLAGIARISM

Replicating writing, cutting and pasting or moderately paraphrasing text from publications, internet sources, books, friends papers or publications, family members papers or publications, ghost writers papers or publications with the intent of passing it off as your own work, is strictly prohibited and unacceptable. Students found to be plagiarizing the work of others will receive an immediate Failing grade. Your actions will be reported to the University and your sponsor (if sponsored). You may even face expulsion from the University. Your lecturer will randomly sample sentences, phrases and paragraphs from your paper and compare them with papers from past students and with content on the internet. Your lecturer is also familiar with a lot of the publications and sources you will be using for your assessment and will also be able to identify any potential plagiarism.

LANGUAGE AND GRAMMAR

There is an expectation that a person who holds a Master's qualification will have advanced written language skills, particularly in the language in which their Masters was taught. Thus, no special consideration will be given to students who speak English as a second language or native-English speakers who struggle with written English. Such students are advised to seek the assistance of the campus writing lab or seek the services of a professional academic editor prior to the submission of their assessment.

Students are encouraged to have someone else read their assessments aloud to them prior to submission. This practice will provide you with immediate feedback as to how your written assessments sounds/reads to another person. You may even want to have a friend or a professional academic editor look over your assessments to identify any typing, spelling or punctuation errors too.

CRITERIA FOR ASSESSMENT

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

| Elements | A Range | B Range | C Range | D Range | F – Fail |
|-------------------------------------|---|--|---|---|--|
| Title and Paper Presentation | The title is creative, succinct, one that also hints at the scope, method and argument of the paper. The appearance and word-processing of the document is of a high professional standard. | The title is succinct and hints at the scope, method and argument of the paper. The appearance and word-processing of the document is of professional standard. | Contains elements of the topic, scope and purpose of the paper. The appearance and word-processing of the document is adequately presented, but lacks a professional standard. | Describes little about the content. The appearance and word-processing in the document is poor. | Does not describe the content. The appearance of the word-processing in the document is very poor and demonstrates a lack of commitment to the professional standards required of Masters recipients. |
| Introduction and Thesis | Presents the topic and purpose of the paper very clearly and succinctly. It is objective and demonstrates a high level of critical scholarship. | Presents the topic and purpose of the paper clearly and succinctly. It is objective and demonstrates critical scholarship. | The topic and purpose lacks some clarity. It tends to be overly wordy. Critical scholarship is lacking in some places. | The topic and purpose has limited clarity. It is not easily apparent what this paper is about. Critical scholarship is lacking in some places. | The topic is not clearly described nor is the purpose of the paper expressed. Critical scholarship is nonexistent. |
| Development | Your thesis is succinct, insightful, sophisticated, even exciting. It demonstrates independent insight and comprehensive reading and research of the topic. All ideas in the paper flow logically; your argument is identifiable, reasonable, and sound. You have excellent transitions. Your | Your thesis is clear, insightful and demonstrates extensive reading and research of the topic. All ideas in the paper flow logically. Your argument is identifiable, reasonable, and sound. You have very good transitions. Your paragraphs have solid topics and each sentence clearly relates to that topic. | Your thesis is unclear at times, your references to scholarly literature is limited or, are irrelevant. Not all ideas in the paper flow logically, some are unsound. Your argument is difficult to identify at times. Your transitions require improvement. Your paragraphs have topics but often deviate | Your thesis is frequently unclear, your references to scholarly literature is very limited or, is irrelevant. Ideas in the paper flow illogically. Your argument is very difficult to identify at times. Your transitions require significant improvement. Paragraphs do not stay on topic. | Your thesis is unclear, your references to scholarly literature is nonexistent or is irrelevant. Ideas in the paper flow illogically. Your argument cannot be identified. Your transitions require significant improvement. Paragraphs do not stay on topic. |

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| | paragraphs have solid topics and each sentence clearly relates to that topic. | | from them. | | |
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| Analysis | Supports every point with examples from a wide range of academic literature. Quoted material is expertly integrated into the body of your work. Your analysis suggests new ways to perceive the material or identifies gaps or shortcomings in the literature. | Supports every point with examples from a wide range of academic literature. Quoted material is well integrated into the body of work. | Does not support every point with examples from academic literature. Uses only old or out of date sources. Quoted material is sometimes irrelevant or poorly integrated into the body of work. | Points are not supported by academic literature. Uses non-scholarly sources or old, out of date sources. Quoted material is often irrelevant or poorly integrated into the body of work. | Does not support any point with examples from academic literature. Uses only non-scholarly sources. Quoted material is often irrelevant or poorly integrated into the body of work. |
| Communication and Language | Is very interesting, thought provoking and exciting to read. Uses language appropriately and articulately. No more than one spelling, grammatical or style mistake per page. | Is interesting and holds the reader's attention. Uses language appropriately and articulately. No more than two spelling, grammatical or style mistakes per page. | Paper is generally well written, but sometimes lacks purpose or relevance to the topic. Has up to four spelling, grammatical and style mistakes on every page. | Paper is generally well written, but often lacks purpose or relevance to the topic. Reader is easily distracted. Has up to 10 spelling, grammatical and style mistakes on every page. | Paper is poorly written, lacks purpose or relevance to the topic. Has multiple spelling, grammatical and style mistakes on every page. |
| Conclusion | Your conclusion is succinct and very persuasive. It is strongly evidence based, and your inference very sound. | Your conclusion is persuasive. It is evidence based and your inference is sound. | Your conclusion may have some merit but some of your evidence is weak or inference is questionable. | Your conclusion is not very persuasive. Your evidence is very weak and your inference very questionable. | Your conclusion is not persuasive at all. Your evidence is scant or non-existent. Your inference is highly questionable. |
| Referencing/ Bibliography | Perfectly adheres to SBL Style or Andrews University Standards for Written work. No mistakes are permitted | Adheres to SBL Style or Andrews University Standards for Written work. No more than three mistakes permitted. | Often adheres to SBL Style or Andrews University Standards for Written work. No more than 7 mistakes permitted. | Seldom adheres to SBL Style or Andrews University Standards for Written work. No more than 10 mistakes permitted. | Does not adhere to SBL Style or Andrews University Standards for Written work. |

DOCUMENTS USED TO SOURCE CRITERIA:

- Derek Bok Centre for Learning for Teaching and Learning, Harvard University.
<http://isites.harvard.edu/fs/html/icb.topic58474/GradingPapers.html>
- Nancy Langston and Steve Kantowitz from the University of Wisconsin "Writing Across the Curriculum".
http://mendota.english.wisc.edu/~WAC/page.jsp?id=101&c_type=article&c_id=4
- Chris Mayda from the Eastern Michigan University, "Grading Criteria".
<http://www.emich.edu/public/geo/geography/Mayda/gradcriteria.htm>