



Seventh-day Adventist  
Theological Seminary

Andrews University

PATH 543

## CHRISTIAN LEADERSHIP IN A CHANGING WORLD

SEPTEMBER 19-23, 2021

FALL SEMESTER 2021

Skip Bell, DMin

### CLASS & CONTACT INFORMATION

<b>Class location:</b>	Florida Headquarters of the Seventh-day Adventist Church, Apopka, Florida
<b>Class meeting times:</b>	September 19-23, 2021
<b>Course Website:</b>	<a href="http://learninghub.andrews.edu">learninghub.andrews.edu</a>
<b>Instructor Telephone:</b>	269-208-9848
<b>Instructor Email:</b>	<a href="mailto:sjbell@andrews.edu">sjbell@andrews.edu</a>

### BULLETIN DESCRIPTION OF COURSE

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 the servant leadership qualities. Additionally, it facilitates growth in administrative areas such as strategic planning, managing change, finance, Christian education, and conflict management.

### PROGRAM & COURSE LEARNING OUTCOMES

Your degree program seeks to help you achieve the **Program Learning Outcomes** basic to your chosen profession. Your Program Learning Outcome primarily addressed in this course is:

#### *MA in Pastoral Ministry (MAPM)*

1. Deliver effective biblically-based sermons.
2. Demonstrate proper biblical interpretation skills
3. Understand the historical-theological development of the Seventh-day Adventist church
4. Capable of training church members for evangelism
5. Demonstrate an understanding of how to empower church members for leadership

6. Capable of reaching specific social groups

### **PATH543 Student Learning Outcomes (SLO)**

#### **The student should be able to:**

1. Demonstrate advanced understanding of the biblical and theological principles of Christian leadership.
2. Apply leadership and organizational theory to the church and its administration.
3. Describe behavior necessary to minister and empower people for ministry in diverse and multi-cultural settings.
4. Evaluate their effectiveness in organizing, equipping, and mobilizing others appropriately for mission and ministry.
5. Create a narrative that reflects the character of Christ and exemplifies personal integrity and professional ethics.
6. Generate a creative working model of the reconciling ministry of Christ as a peacemaker.

## **COURSE OVERVIEW**

### ***COURSE MATERIALS***

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For ISBN and price information, please see the listing at the Bookstore [www.andrews.edu/bookstore](http://www.andrews.edu/bookstore).

#### **Pre-intensive Required Reading:**

1. Heifetz, R. A., A. Grashow, et al. (2009). *The practice of adaptive leadership: Tools and tactics for changing your organization and the world*. Boston, Mass. Harvard Business Press. **304 pages.**
2. Bell, Skip. ed. (2014) *Servants and friends: A biblical theology of leadership*. Berrien Springs, MI: Andrews University Press, Read and journal three chapters from the Old Testament section, the entire New Testament section, three chapters from the selected narratives section, and all of section four.
3. Valentine, G. M. (2011). *The prophet and the presidents: Ellen G. White and the processes of change, 1887-1913: A study of Ellen White's influence on the administrative leadership of the Seventh-Day Adventist Church*. Oshawa, Ont., Canada: Pacific Press. **383 pages.**

**Recommended:**

1. Blackaby, H. T., & Blackaby, R. (2011). *Spiritual leadership: Moving people on to God's agenda* (Rev. & expanded ed.). Nashville, Tenn.: B & H Pub. Group.
2. Branson, M. L., & Martínez, J. F. (2011). *Churches, cultures, and leadership: A practical theology of congregations and ethnicities*. Downers Grove, Ill.: IVP Academic. Pages 258. ISBN: 9780830839261
3. Clinton, J. R. (1988). *The Making of a leader: Recognizing the lessons and stages of leadership development*. Colorado Springs: NavPress.
4. Conger, J. A., Spreitzer, G. M., & Lawler, E. E. I. (eds.). (1999). *The leader's change handbook: An essential guide to setting direction and taking action*. San Francisco: Jossey-Bass.
5. Cosgrove, C. H., & Hatfield, D. D. (1994). *Church conflict: The hidden system behind the fights*. Nashville: Abingdon.
6. Duarte, D. L., & Snyder, N. T. (2001). *Mastering virtual teams: Strategies, tools, and techniques that succeed* (Second ed.). San Francisco: Jossey-Bass.
7. Elmer, D. (2006). *Cross-cultural servanthood: Serving the world in Christlike humility*. Downers Grove, Ill.: IVP Books.
8. Friedman, E. H. (1985). *Generation to generation: Family process in church and synagogue*. New York: Guilford Press.
9. 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.
10. Fryling, R. (2010). *The leadership ellipse: shaping how we lead by who we are*. Downers Grove, Ill.: IVP Books.
11. Goleman, Daniel, Boyatzus, Richard and McKee, Annie. (2004). *Primal leadership: Realizing the Power of Emotional Intelligence*. Boston, MA: Harvard Business School Publishing. 336 pages.
12. Greenleaf, R. (1991). *Servant leadership: A journey into the nature of legitimate power and greatness*. Indianapolis, IN: The Greenleaf Center.
13. Heifetz, R. A., A. Grashow, et al. (2009). *The practice of adaptive leadership: Tools and tactics for changing your organization and the world*. Boston, Mass. Harvard Business Press. 304 pages. ISBN: 9781422105764.
14. Kouzes, J. M., & Posner, B. Z. (2007). *The leadership challenge* (4th ed.). San Francisco, CA: Jossey-Bass.
15. Rost, J. C. (1993). *Leadership for the twenty-first century*. Westport, CT: Praeger.
16. Stanley, P. D., & Clinton, J. R. (1992). *Connecting: Finding mentors you need to be successful in life*. Colorado Springs: NavPress.
17. Wheatley, M. J. (2006). *Leadership and the new science: Discovering order in a chaotic world* (3rd ed.). San Francisco, CA: Berrett-Koehler.
18. Whitworth, L., Kimsey-House, K., Kimsey-House, H., & Sandahl, P. (2007). *Co-active coaching: New skills for coaching people toward success in work and, life* (2nd ed.). Mountain View, CA: Davies-Black.
19. White, Ellen G. (1985). *Christian leadership*. Silver Spring, MD: Ellen G. White Estate.

**PRE-INTENSIVE COURSE REQUIREMENTS**

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Do the required reading for the three texts and submit a separate three to six page double spaced journal of reflection with chapter-by-chapter notes for each book by the first day of the intensive. These postings will be graded for quality and quantity of content related to the book, and reflective writing that considers the impact on you personally and professionally. These documents are not graded on writing style.

Students must also report the actual reading of the complete book, or the portion they have read, at the top of the journal. Half credit is given for the reading, and half for the journaling. If there is no statement at the top of the journal (along with your name, class information, and date) that you have read the book, the credit for reading cannot be given. Due date September 19, 2021.

1. Heifetz, R. A., A. Grashow, et al. (2009). *The practice of adaptive leadership: Tools and tactics for changing your organization and the world*. Boston, Mass. Harvard Business Press. **304 pages.**
2. Bell, Skip.ed. *Servants and friends: A biblical theology of leadership*. Berrien Springs, MI: Andrews University Press, 2014. Read and journal three chapters from the Old Testament section, the entire New Testament section, three chapters from the selected narratives section, and all of section four.
3. Valentine, G. M. (2011). *The prophet and the presidents: Ellen G. White and the processes of change, 1887-1913: A study of Ellen White's influence on the administrative leadership of the Seventh-Day Adventist Church*. Oshawa, Ont., Canada: Pacific Press. **383 pages.**

## **REQUIREMENTS DURING THE INTENSIVE**

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**Final Exam:** An exam will be written as an assessment of your overall grasp of leadership theory and practice in the context of organizing and mobilizing the church. The exam will provide topic options within the framework of a leadership model consistent with the teachings of Jesus. The final exam will be administered **September 23, 2021.**

## **POST-INTENSIVE COURSE REQUIREMENTS**

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Course topics and assignments have been selected to contribute to learning and evaluating these Course Learning Outcomes (CLOs) as follows:

1. **Post-intensive Book Review:** Choose a leadership related book published 2019 or later. Read it and write a 750-1000-word review for consideration of publication. Clear the book title with Dr. Bell during the intensive. See the appendix for a rubric describing the expectations and scoring. **Due December 2, 2021.**
2. **Case Study:** Produce a 6 page *Leadership Case Study* of an actual religious organization and one of its leaders with whom you are acquainted. Use fictional names for the leader and organization. The case study is to be 6 pages, double spaced. See the appendix for a rubric describing the expectations and scoring. **Due December 2, 2021.**

The page suggestions in the outline below are suggestions only. The leadership case study should include the following

- a. A brief **description** of the organization. (1/2 page)
  - The general identity (size, type, style) and context (history, location, social setting, cultural environment) of the organization.

- The vision and mission of the organization
- b. A **description** of the leader providing the focus of the paper. (1/2 page)
  - The leader’s cultural background, experience, personal context, philosophy, ethics, etc.
- c. Your **analysis** of the leadership dynamics in the case. (2 pages)
  - Leadership theory(ies), Integrity, Empowerment, Relationships, communication, etc.
- d. Any **theological dimensions**, themes, or issues involved in the case. (1 page)
  - What biblical issues or themes of leadership are involved in the case?
- e. Your **evaluation** of your experience as a participant or observer in the case, including any concepts that will guide your ministry in the future. (2 pages)
  - What would you do the same?
  - What would you do differently?
  - What additional knowledge or skills would you need in order to serve as a leader in this organization?

3. **Forum:** Attend a two hour online forum with the professor for the purpose of dialogue on course learning on **December 1, 2021**.

**TIME EXPECTATIONS FOR THE COURSE**

In order to achieve the outcomes of this course, learning time will be distributed as follows:

Estimated Time for this Class—MAPM---3 credit (135 hours)		
<b>Instructor Contact Hours</b>	<b>Face to Face Instructional Time</b>	43 hrs
	<b>Other Instructor-Directed Activities</b>	2 hrs
<b>Independent Learning Activities</b>	<b>Reading and Journaling</b>	60 hrs
	<b>Post-Int. Reading and Book Review 2 pages</b>	15 hrs
	<b>Leadership Case Study (6-8 pages)</b>	15 hrs
<b>Total Hours:</b>		135

<b>Schedule for class meetings: September 19-23, 2021</b>			
			Running total
Sunday	1-6 p.m.	5 hours	5
Monday	8:00-12:00 p.m.	4 hours	13.5
	1:00-5:30 p.m.	4.5 hours	
		8.5	
Tuesday	8:00-12:00 p.m.	4 hours	22
	1:00-5:30 p.m.	4.5 hours	
		8.5	
Tuesday evening dialogue	7:30 – 8:30	1 hour	23
Wednesday	8:00-12:00 p.m.	4 hours	31.5
	1:00-5:30 p.m.	4.5 hours	
		8.5	
Wednesday evening dialogue	5:30 – 8:30	3 hours	34.5
Thursday	8:00-12:00 p.m.	4 hours	43
	1:00-5:30 p.m.	4.30 hours	
		8.5	
Post Intensive Forum	Online	2 hours	45

## GUIDELINES FOR COURSE ASSIGNMENTS

Advanced theological education is designed to immerse the learner in deep theological study and introspective reflection. Seminary course expectation is to challenge the student by examining his/her own premises against the study, research and inspiration of biblical scholarship.

This will take intentionality and time on your part. Course load is guided by the expectation that students will spend a total of 45 hours of course exposure to earn 1 hour of academic credit. That translates into 90 hours invested for a 2-credit class, and 135 hours for a 3-credit course. Students are advised to spend their time accordingly to meet course requirements and deadlines.

Following is a rule of thumb to help guide your reading, research, and writing for Seminary courses:

- Average reading speed                      15-20 pages/hr.
- Average writing speed                        3 hr./page
- Exam preparation                             4-8 hours

Based on these averages, requirements for this class will take the average student the following:

- Reading@ about 18 pages/hr 60 hrs.
  - Posting of book discussions/journals (6 toward contact hours)
  - Post-int. Reading and book Review 15 hrs.
  - Case Study 15 hrs.
  - Contact hours in class and online 45 hrs.
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- Total Hours for class 135

**Course Points per Assignment:**

- Reading/Journaling (75 pts/31.3%)
- Post-intensive Book Review (50 pts/20.8%)
- Case Study (75 pts/31.3%)
- Final Exam (40 pts/16.6%)
- 240 total points

**Letter Grade Guidelines**

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

**Submission of Assignments**

Assignments are to be turned in on Learning Hub before the beginning of the class period at which they are due (unless otherwise announced).

**Late Submission**

Because student assignments are an essential part of class activities, assignments turned in after the time they are due will be worth a maximum of 50% of possible points. Any requests for extra time on an assignment must be made in advance with the professor. Such requests should be a rarity and should be accompanied by a valid reason why the work could not be done by the date due.

**ABOUT YOUR INSTRUCTOR**

Dr. Skip Bell is Professor Emeritus of Church Leadership for the Seventh-day Adventist Theological Seminary, Andrews University. An ordained Seventh-day Adventist pastor, Skip has served the church as a pastor, departmental director, administrator, and university professor. Dedicated to the vision of a soul-winning church, he is especially interested in issues of church leadership and urban ministry.

Dr. Bell has a BA in Theology from Union College, a Master of Divinity from Andrews University, and a Doctor of Ministry from Fuller Seminary. He has authored *A Time to Serve: Church Leadership for the*

21<sup>st</sup> Century, published in 2003, *Servants and Friends: A Biblical Theology of Leadership* (main contributor and general editor), *Christ in the City: Six Essentials of Transformational Evangelism in the City Center*, published in 2018, numerous academic and professional articles, and several curriculums for professional pastoral development.

## OTHER COURSE-RELATED POLICIES

### **Attendance**

Regular attendance is required at all classes and other academic appointments. When the total number of absences exceeds 10% of the total course appointments, the teacher may assign 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.

### **Academic Integrity**

The Seminary expects its students to exhibit rigorous moral integrity appropriate to ministry leaders representing Jesus Christ. Complete honesty in academic matters is a vital component of such integrity. Any breach of academic integrity in this class is subject to discipline. Consequences may include receipt of a reduced or failing grade, 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. A record of academic integrity violations is maintained by the University Student Academic Integrity Council. Repeated and/or flagrant offenses will be referred to an Academic Integrity Panel for recommendations on further penalties.

Academic Dishonesty includes:

- Plagiarism in which one fails to give credit every time use is made of another person's ideas or exact words, whether in a formal paper or in submitted notes or assignments. Credit is to be given by use of:
  - Correctly designed and inserted footnotes each time one makes use of another individual's research and/or ideas; and
  - Quotation marks placed around any exact phrases or sentences (3 or more words) taken from the text or speech of another individual.
- Presenting another's work as one's own (e.g., placement exams, homework assignments);
- Using materials during a quiz or examination other than those explicitly 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
- Submitting the same work or major portions thereof, without permission from the instructors, to satisfy the requirements of more than one course.

For additional details see: [https://www.andrews.edu/academics/academic\\_integrity.html](https://www.andrews.edu/academics/academic_integrity.html)



**Academic 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.

**Use of Electronics**

No recording or streaming is permitted in seminary courses.

Courtesy, respect, and professionalism dictate that laptops and cell phones are to be used only for class-related activities during class time.

**Communications and Updates**

Email is the official form of communication at Andrews University. Students are responsible for checking their Andrews University e-mail, Moodle, and iVue alerts regularly.

**LearningHub Access**

Andrews University Learning Hub hosts this course online. Your Learning Hub username and password are the same as your Andrews username and password. Use the following contact information if you need technical assistance at any time during the course, or to report a problem with LearningHub.

Username and password assistance	<a href="mailto:helpdesk@andrews.edu">helpdesk@andrews.edu</a>	(269) 471-6016
Technical assistance with Learning Hub	<a href="mailto:dlit@andrews.edu">dlit@andrews.edu</a>	(269) 471-3960
Technical assistance with your Andrews account	<a href="http://andrews.edu/hdchat/chat.php">http://andrews.edu/hdchat/chat.php</a>	

**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.

***Please Note: The instructor reserves the right to revise the syllabus, with the consensus of the class, at any time during the semester for the benefit of the learning process. The up-to-date Course Description for this course may be found at [www.learninghub.andrews.edu](http://www.learninghub.andrews.edu) .***

APPENDIX 1: ASSIGNMENT RUBRIC(S)

**Rubric for Assessing the PATH543 Case Study**

	Excellent (90-100%)	Satisfactory (60-89%)	Emerging (30-59%)	Unacceptable (0-29%)	Score
<b>Introductory material (10)</b>	The introduction provides a well-developed context for the project. The significance of central questions is illustrated by references to course materials.	The introduction provides an adequate context for the project. The purpose is identified through reference to one or more central questions.	The introduction is present. Identification of the purpose and central questions is sketchy.	There is no introduction. The purpose is not identified.	
<b>Descriptions of the setting and data collection process (15)</b>	The narrative contains well-developed descriptions of the setting and the data collection process (which is built upon concepts from current research, theory, and course materials).	The narrative contains adequate descriptions of the case study setting and the data collection process.	The narrative contains an adequate description of the setting, but an incomplete description of the data collection process.	The narrative contains an incomplete or vague description of the setting, and no description of the data collection process.	
<b>Record of observations (15)</b>	The narrative contains observations from multiple sources, includes qualitative and quantitative data, and makes references to models of appropriate practice that are supported by current research and theory.	The narrative contains observations from multiple sources or includes qualitative and quantitative data.	The narrative contains observations from at least two sources.	The narrative contains observations from only one perspective, or of a single type of data	
<b>Discussion, logic, and conclusions (L'ship Theory, Theory, etc.) (20)</b>	The discussion seems complete. Conclusions are logical; they address the central questions, suggest possible strategies for addressing weaknesses, and are tied to the course work	The discussion seems complete. Conclusions are logical and address the central questions.	The discussion is adequate, but conclusions- if present-- do not match the central questions.	. The discussion is incomplete or illogical, and conclusions are missing or unrelated to the central questions.	
<b>Presentation's clarity and style (15)</b>	All of the following are true: <ul style="list-style-type: none"> <li>•The project contains no serious errors in grammar, spelling or mechanics.</li> <li>•The page layout facilitates understanding of the narrative.</li> <li>•Navigation between sections is clear.</li> <li>•APA format is used for in text and bibliographical references to external resources.</li> </ul>	One (1) of the following is true: <ul style="list-style-type: none"> <li>•The project contains multiple or serious errors in grammar, spelling or mechanics.</li> <li>•The page layout is cluttered. Navigation between sections is unclear.</li> <li>•APA format is not used for in-text and bibliographical references to external resources</li> </ul>	Two (2) of the following are true: <ul style="list-style-type: none"> <li>•The project contains multiple errors in grammar, spelling or mechanics.</li> <li>•The page layout is cluttered. Navigation between sections is unclear.</li> <li>•APA format is not used for in-text and bibliographical references to external resources.</li> </ul>	At least three (3) of the following are true: <ul style="list-style-type: none"> <li>•The project contains multiple errors in grammar, spelling or mechanics.</li> <li>•The page layout is cluttered. Navigation between sections is unclear.</li> <li>•APA format is not used for in-text and bibliographical references to external resources.</li> </ul>	
<b>Total (75)</b>					

<b>Rubric for Assessing the PATH543 Book Review</b>				
	<b>Grade range- 90-100%</b>	<b>Grade range-80-89%</b>	<b>Grade Range &lt; 80%</b>	
<b>Focus:</b> <i>author's thesis; book's content (10)</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	
<b>Critique:</b> <i>evaluation on behalf of the leadership community; Includes specific language about strengths and weaknesses; not a personal reaction (15)</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	
<b>Application:</b> <i>applied aspect for Christian leaders; not limited to reviewer's personal context (15)</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	
<b>Recommendation:</b> <i>to read this book or not, and why (10)</i>	Clearly and strongly recommends whether to read the book, including a summary of reasons why	Adequately recommends whether to read the book	Does not strongly recommend whether to read the book and/or include reasons why	
<b>Total (50)</b>				
<p>Note: "Author" refers to the book author; "reviewer" refers to the book reviewer.</p> <p>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.</p> <p>Things that should <i>not</i> be in a review:</p> <ul style="list-style-type: none"> <li>❖ Rants about negative or positive aspects of the book.</li> <li>❖ Expressions of personal prejudices: "I liked/didn't like X aspect of the book..."</li> </ul>				

## APPENDIX 2: INTERPRETING LETTER GRADES

### Letter Grades and Percentages

*Insert the grade scale used for this course. For example:*

95-100%	A	80-84%	B	65-69%	C
90-94%	A-	75-79%	B-	60-64%	C-
85-89%	B+	70-74%	C+	55-59%	D

#### **THE B GRADE**

The B grade is a sign that you have competently fulfilled all of the requirements stipulated for an assessment or competency evaluation. It is a very good grade and demonstrates a high level of the knowledge, insight, critical competence and professional presentation standards essential for an individual wishing to pursue a career as a professional leader in ministry.

#### **THE A GRADE**

An A grade is given only when a student not only fulfills the criteria 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 by applying feedback from your lecturer, the academic process can provide opportunity for a student to improve their consistency, and hence, their grade.

#### **THE D GRADE**

The D grade points to a limited level of knowledge, insight, and critique, as well as to inadequate quality of written work. This may be because of a lack of time management on the part of the student, difficulty grasping the concepts being taught, use of English as a second language, or a personal issue that is affecting one's 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.

#### **THE F GRADE**

A failing grade is given when very limited or no demonstrable competency has been observed.

### MASTERS PROGRAMS

#### 1. MA in Pastoral Ministry (MAPM)

- 1) Deliver effective biblically-based sermons
- 2) Demonstrate proper biblical interpretation skills
- 3) Understand the historical-theological development of the Seventh-day Adventist Church
- 4) Exhibit capability for training church members for evangelism
- 5) Demonstrate an understanding of how to empower church members for leadership
- 6) Exhibit capability for reaching specific social groups

#### 2. Master of Divinity (MDiv)

- 1) (Character) Models spiritual humility, maturity and integrity grounded in a living experience with God in joyful assurance of His salvation, nurtured by the sanctifying presence and power of the Holy Spirit.
- 2) (Scholarship) Manifests the practices of a Biblical scholar-theologian engaging the Bible, Christian/Adventist heritage and professional resources with theological maturity for personal growth and for facilitating the theological competence of others.
- 3) (Discipleship & Evangelism) Demonstrates personal commitment, passion and essential skills for discipleship and evangelism, while equipping members to carry out ministry within the scope of the local and global mission of the Seventh-day Adventist church.
- 4) (Leadership) Exercises creative and visionary leadership as a minister and servant of Christ, discerning the needs, spiritual gifts and potential of others, in order to equip and engage in their God-given ministries.
- 5) (Worship) Facilitates enriching corporate worship that brings diverse peoples into the transforming presence of God.
- 6) (Administration/Management) Engages the abilities of self and others to strategically steward personal and corporate resources including time, health, finances, property and service in areas of spiritual giftedness.
- 7) (Relationships) Models effective relationships with people of diverse cultures, backgrounds, character, and persuasions, reflecting the wisdom, compassion, and discernment of Jesus through the work of the Spirit.

3.