

# PATH 543–118 Christian Leadership in a Changing World

Fall 2021

Sung Kwon, PhD, DMin

## SYNOPSIS OF THE COURSE

### CLASS & CONTACT INFORMATION

**Class location:** Remote Teaching – Via Zoom Meeting (virtual)  
**Class:** September 1 – November 30, 2021

**Intensive Class:**

Sunday, Sept. 26: 3:00 p.m. to 8:00 p.m./Eastern Time; 1:00–6:00 pm/Mountain Time (MT)

Monday, Sept. 27: 10:00 a.m.-7:30 p.m./Eastern Time; 8 a.m.-5:30 p.m./MT

Tuesday, Sept. 28: 10:00 a.m.-7:30 p.m./Eastern Time; 8 a.m.-5:30 p.m./MT

Wednesday, Sept. 29: 10:00 a.m.-7:30 p.m./Eastern Time; 8 a.m.-5:30 p.m./MT

Thursday, Sept. 30: 10:00 a.m.-7:30 p.m./Eastern Time; 8 a.m.-5:30 p.m./MT

**Course Website:** [learninghub.andrews.edu](http://learninghub.andrews.edu)

**Instructor Telephone:** (301)758-2793

**Instructor Email:** [sungkwon2021@gmail.com](mailto:sungkwon2021@gmail.com)

**Office hours:** By Appointment

### 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, 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 Outcomes primarily addressed in this course is:

Demonstrate an understanding of how to empower church members for leadership.

The following **Course Learning Outcomes** contribute to the overall Program Learning Outcomes by identifying the key learnings to be achieved by diligent work in this course:

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

Date	Class Topic	Assignments Due	CLO;s Addressed
Sept 1 Wednesday	Introductions/Overview of the Course via Zoom Meeting - 7 to 9 p.m., Eastern Time		
By Sept 22	Pre-intensive Learning Hub Forum Discussion(CLO 2, 4, 6) (50 pts)	Blackaby, H. T., & Blackaby, R. (2011). <i>Spiritual leadership</i>	2, 4, 6
By Sept 22	Pre-intensive Learning Hub Forum Discussion(CLO 2, 4, 6) (50 pts)	Bell, S. (Ed.). (2014). <i>Servants and friends</i>	2, 4, 6
By Sept 22	Pre-intensive Learning Hub Forum Discussion(CLO 2, 4, 6) (50 pts)	Valentine, G. M. (2011). <i>The prophet and the presidents</i>	2, 4, 6
By Sept 22	Pre-intensive Learning Hub Forum Discussion(CLO 2, 4, 6) (50 pts)	Kwon, Sung. K. (2017) <i>Burst the Bubble: Finding Your Passion for Community Outreach.</i>	2, 4, 6
Sept 26 Sunday	Introduction & Orientation Definition of Leadership Biblical Foundations of Leadership E.G. White & Leadership		1, 2

Sept 27 Monday	Leadership Theory: Transformational Leadership Empowering Others/Shared Leadership Ministry Teams (Five Dysfunctions) Ethics and Integrity Finances in the Organization <b>Case Study: Willow Creek Community Church</b>		1, 2, 4, 5
Sept 28 Tuesday	Leadership Philosophy: Servant Leadership Mentoring/Discipleship Systems Theory Organizational Structure & Authority in the Church Leading in a Multi-cultural Setting <b>Case Study: Mercy Corps</b>		2, 4, 5
Sept 29 Wednesday	Leading Committees Assessing Leadership Effectiveness Shared Vision Leading Adaptive Change: Courage & Risk Strategic Planning <b>The Logic Model Development</b> – Burst the Bubble, Chapter 5		2, 4
Sept 30 Thursday	Managing Conflict Biblically Leadership & Power Leaders & Time Working within Your Spiritual Gifts Ministering from Overflow: Abundance Mentality & Motivation <b>Course Evaluation</b>		4, 5, 6
Nov 15-18	The Logic Model Development, and online presentations via Zoom Meeting. 7 p.m. to 9 p.m., Eastern Time		2, 4, 5, 6
Nov 30	Leadership Case Study		1, 2, 3, 5
Course officially closes	All late assignments must be submitted by December 1, 2021.		

## PRE-INTENSIVE REQUIREMENTS

**Pre-intensive Reflective Reading Discussions:** Do the required reading for all texts and participate substantially in the Learning Hub FORUM book discussions on or by **September 22, 2021**. 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. Submit five postings for each textbook: (a) two will be primary posts that describe a key leadership concept that you learned from the book, how you might apply it to your ministry, a minimum of 100 words, and should contain one short quote from the book that illustrates the leadership principle; and (b) two response quotes to fellow students' posts about leadership principles that are different from your three, and are at least 75 words. Each post is worth up to 10 points, for a total of 50 for each book.

Blackaby, H. T., & Blackaby, R. (2011). *Spiritual leadership: Moving people on to God's agenda* (Rev. & exp.ed.). Nashville, TN: B & H.

Bell, S. ed. (2014). *Servants and friends: A theology of leadership*. Berrien Springs, MI: Andrews University Press.

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, ON, Canada: Pacific Press.

Kwon, Sung. K.(2017). *Burst the Bubble: Finding Your Passion for Community Outreach*. Nampa, Idaho: Pacific Press.

## REQUIREMENTS DURING COURSE INTENSIVE

**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.

**Final Exam:** An oral exam will be conducted to assess student's overall understanding of leadership theory and practice. Each student should prepare 15 minutes, the Logic Model presentation (PowerPoint) based on each student's transformational project, followed by Q&A (other students and the instructor will ask questions). The presentations will be held on November 15-18, 2021, from 7:00 to 9:00 pm, Eastern Time via Zoom Meeting.

## POST-INTENSIVE COURSE REQUIREMENT

**Case Study:** Write a six-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 report is to be six pages, double-spaced. Use a font of Times New Roman, 12-point font. Make sure you have page numbers, centered at the bottom. Follow the formatting required in *Andrews University Standards for Written Works*, and use APA style for citations and references. The case study is only accepted in MSWord. The case study is graded on basis of rubric in appendix 2. **Due Nov 30, 2021.**

The leadership case study should include the following (**See the rubric in appendix 2**):

- a. A **title page** that includes the title of the case study, the name of the class, and the name of the student (this does not count as one of the six pages)
- b. A brief **description of the organization**. (1/2 page)
  - (1) The general identity (size, type, style) and context (location, social setting, cultural

environment) of the organization

- (2) The history of the organization, including major changes
- (3) The vision and mission of the organization
- (4) Does the organization have a strategic plan based on core values and a clear mission?
- (5) Has the organization succeeded in accomplishing its mission via the strategic plan?
- (6) How is the organization structured? Is it hierarchical or is authority delegated to teams?
- (7) How is conflict resolved in the organization?

c. A **description of how the data were collected**, and what types of sources of data (i.e., interviews with the leader and persons who work with the leader, organizational publications, a survey of members of the organization, etc.). You must include data from the leader and at least 5 persons who work in the organization. You must also include data about the organization for its published sources (website, brochures, etc.). As an appendix to the paper, include the interview questions and a copy of any surveys you may have used in the data collecting. (1/2 page)

d. A **description of the leader** (self-identification and as described by others). (1/2 page)

- (1) The leader's cultural background
- (2) The leader's experience as a leader in other organizations
- (3) The leader's expression of the fruit of the Spirit
- (4) The leader's spiritual gifts
- (5) Does the leader effectively manage his or her time in relation to work and family?

e. **Theological dimensions of leadership practice**. (1 page)

- (1) Does the leader truly serve the members of the organization?
- (2) Does the leader use domination and coercion to make things happen?
- (3) Does the leader empower others in the organization? How does he or she do this?
- (4) Are position and personal prestige important to the leader? What is the evidence of this?

f. Your **analysis of the leadership dynamics** in the case. (1 page)

- (1) How do others in the organization perceive the leader (integrity/character)?
- (2) Analyze the leader according to servant leadership, transformational leadership, and spiritual leadership, as defined in class
- (3) Describe the decision-making process in the organization?
- (4) What is the leader's vision for the organization?
- (5) From your data, what are the leader's strengths and weaknesses in the practice of leadership?

g. Your **evaluation of your experience** as a participant or observer in the case study. (1½ pages)

- (1) What would you do the same as the leader, if you were in his or her place?
- (2) What would you do differently?
- (3) What additional knowledge or skills would you need in order to serve as a leader in this organization?

h. Your **learning** from this experience. (1 page)

- (1) Describe the leadership lessons that you gained from this study
- (2) How would you apply these lessons to your future ministry?

i. **Note:** Case Study rubric (appendix 2) will be used to determine the grade for this assignment.

## COURSE MATERIALS

### *Pre-intensive Required Reading*

1. Blackaby, H. T., & Blackaby, R. (2011). *Spiritual leadership: Moving people on to God's agenda* (Rev. & exp. ed.). Nashville, TN: B & H Publishing Group. **418 pp.**
2. Bell, S. (Ed.). (2014). *Servants and friends: A theology of leadership*. Berrien Springs, MI: Andrews University Press. **200 of 435 pages (must include pp. 341-393).**
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, ON, Canada: Pacific Press. **383 pp.**
4. Kwon, Sung. K. (2017). *Burst the Bubble: Finding Your Passion for Community Outreach*. Nampa, Idaho: Pacific Press. **Chapter 5&6.**

### *Recommended Course Materials*

1. Bolsinger, T. (2015). *Canoeing the mountains: Christian leadership in uncharted territory*. Downers Grove, IL: IVP Books.
2. Branson, M. L., & Martínez, J. F. (2011). *Churches, cultures, and leadership: A practical theology of congregations and ethnicities*. Downers Grove, IL: IVP Academic.
3. Clinton, J. R. (1988). *The Making of a leader: Recognizing the lessons and stages of leadership development*. Colorado Springs, CO: 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, CA: Jossey-Bass.
5. Cosgrove, C. H., & Hatfield, D. D. (1994). *Church conflict: The hidden system behind the fights*. Nashville, TN: Abingdon.
6. Duarte, D. L., & Snyder, N. T. (2001). *Mastering virtual teams: Strategies, tools, and techniques that succeed* (2<sup>nd</sup> ed.). San Francisco, CA: Jossey-Bass.
7. Elmer, D. (2006). *Cross-cultural servanthood: Serving the world in Christlike humility*. Downers Grove, IL: IVP Books.
8. Friedman, E. H. (1985). *Generation to generation: Family process in church and synagogue*. New York, NY: 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, NY: Seabury Books.
10. Fryling, R. (2010). *The leadership ellipse: Shaping how we lead by who we are*. Downers Grove, IL: IVP Books.
11. Goleman, D., Boyatzus, R., and McKee, A. (2004). *Primal leadership: Realizing the power of emotional intelligence*. Boston, MA: Harvard Business School.
12. Greenleaf, R. (1991). *Servant leadership: A journey into the nature of legitimate power and greatness*. Indianapolis, IN: The Greenleaf Center.
13. Hagberg, J. O. (2003). *Real power: Stages of personal power in organizations* (3rd ed.). Salem, WI: Sheffield.
14. 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.
15. Hirsch, A. (2006). *The forgotten way: Reactivating the missional church*. Grand Rapids, MI: Brazos Press.
  16. Knight, G. R. (2017). *Adventist authority wars, ordination, and the Roman Catholic temptation*. Westlake Village, CA: Oak and Acorn.
  17. Kouzes, J. M., & Posner, B. Z. (2007). *The leadership challenge* (4th ed.). San Francisco, CA: Jossey-Bass.
  18. Rost, J. C. (1993). *Leadership for the twenty-first century*. Westport, CT: Praeger.
  19. Smith, F. (1998). *The book of learning and forgetting*. New York, NY: Teachers College Press.
  20. Stanley, P. D., & Clinton, J. R. (1992). *Connecting: Finding mentors you need to be successful in life*. Colorado Springs, CO: NavPress.
  21. Wheatley, M. J. (2006). *Leadership and the new science: Discovering order in a chaotic world* (3rd ed.). San Francisco, CA: Berrett-Koehler.
  22. 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.
  23. White, E. G. (1985). *Christian leadership*. Silver Spring, MD: Ellen G. White Estate.

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

## MORE ABOUT THE COURSE

### TIME EXPECTATIONS FOR THE COURSE

#### US Credit-Hour Regulations

For every semester credit, the Andrews University credit hour definition requires that:

- **Courses for professional masters' degrees (e.g. MDiv)** include 15 instructor contact hours and 30 hours of independent learning activities.
- **Courses for academic masters' (e.g. MA [Religion]) and all doctoral degrees** include 15 instructor contact hours, and 45 hours of independent learning activities.

**The calculation of hours is based on the study skills of the average well-prepared graduate student.** Students weak in these skills: 1) may require more time and should consider taking fewer classes each semester; and 2) can find skill development assistance through the Seminary Study and Research Skills Colloquia, the AU Writing Center, and AU Student Success office.

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

<b>Professional Masters' Programs</b>
3 Credits

<b>Instructor Contact Hours</b>	<b>Face to Face Instructional Time</b>	37 hours
	<b>Other Instructor-Directed Activities</b>	8 hours
<b>Independent Learning Activities</b>	<b>Reading</b>	60 hours
	<b>Leadership Case Study (6-8 pages)</b>	30 hours
<b>Total Hours:</b>		<b>135 hours</b>

## GUIDELINES FOR COURSE ASSIGNMENTS

Grades are based on the independent learning activities below which provide practice toward, and assessment of, the learning outcomes of this course. The grade weighting for each assignment is provided in the right-hand column. Specific due dates are given in the Course Overview above.

<b>Assignment Description</b>	<b>Weighting</b>
Reading Discussion Forums	50 points each/20%
Case Study	300 points/30%
Final Exam – the Logic Model Presentation	300 points/30%
Attendance	200points/20%
<b>Total points</b>	<b>1,000 points/100%</b>

\* For grading rubrics that specify grading criteria in more detail, see Appendices.

In order to make grading fair for everyone, grades will be assigned on the basis of the above requirements alone. No individual arrangements will be made for those requesting last minute grade adjustment or extra credit.

### **Passing Grades**

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

### **Submission of Assignments**

All assignments (except the pre-intensive Learning Hub Book Forum discussions) should be submitted as MS Word documents via LearningHub, no later than the day the assignment is due.



### Late Submission

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

Delay up to 1 day:	5% penalty
Late 2-3 days:	10% penalty
Late 4-5 days:	15% penalty
Late 6-7 days:	20% penalty
Late more than 7 days:	Grade of zero: no assignments accepted beyond 7 days late

### Resubmission of Assignments

In order to facilitate maximum learning, students who receive a poor grade on the final project and presentation may resubmit the assignment one additional time. Resubmissions will be worth up to 80% of the original total possible score.

## ABOUT YOUR INSTRUCTOR

Sung Kwon has served as the North American Division Adventist Community Services (ACS) executive director for over 20 years. He also served as the Good Neighbor House executive director, an ACS agency in Dayton, Ohio, for eight years. The vice president and, later, president of the North American Association of Community Services Directors (NAACSD). He was recognized in the "40 Under 40 – Dayton's Brightest Young Business Leaders" by the Dayton Business Journal in 2000.

He is ordained by the Allegheny East Conference of Seventh-day Adventist Church in 2007; has planted the Dayton Korean Adventist congregation as a company, and serving as its interim pastor for eight years, and served three years as administrative pastor for the Miracle Temple Adventist Church in Allegheny East Conference in Baltimore, Maryland.

He serves as a Chaplain (Major) for Civil Air Patrol, US Air Force Auxiliary, also serves as Mid-Atlantic Region Diversity & Inclusion Assistant Officer and Maryland Wing Critical Incident Stress Management (CISM) Officer. He has served on the National Voluntary Organizations Active in Disasters (NVOAD) boards, National Interfaith Coalition on Aging (NICA), and National Mass Care Council.

He studied an associate's degree (AA) in business administration and received a bachelor's degree (BA) in theology from Washington Adventist University, earned a master's degree in public administration (MPA) from Wright State University, received a Milton Murray Fellowship for Harvard University Business School's Executive Education program, and received a doctorate (Ph.D.) in leadership at Andrews University, and a Doctor of Ministry (D.Min.) in Urban Ministry at Seventh-day Adventist Theological Seminary.



As a licensed consultant for the Standards for Excellence Institute, he uses the "Standards for

Excellence: An Ethics and Accountability Code for the Nonprofit Sector" to improve leadership, management, and operations nonprofit sector.

He is a member of Pi Lambda Theta – National Honor Society of Educators and the Society of Certified Senior Advisors and an approved instructor of the International Critical Incidents Stress Foundation, Inc. and the Cultural Intelligence Center.

He has published Burst the Bubble: Finding Your Passion for Community Outreach.

## OTHER COURSE-RELATED POLICIES

### 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)

### AU Standards for Written Work

All papers submitted for this class must conform to *AU Standards for Written Work*, 13<sup>th</sup> edition. 10% will be deducted from the total possible points if cover page, title, sub-headings, page numbering,

citations, reference lists, abbreviations of scripture references and margins do not comply.  
[http://www.andrews.edu/sem/dmin/project/writing\\_assistance/sww12-updated.pdf](http://www.andrews.edu/sem/dmin/project/writing_assistance/sww12-updated.pdf)

### **Classroom Seating**

To facilitate the instructor in learning each student's name, please select a permanent seat in the classroom.

### **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 CHMN543 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 Theology, 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: •The project contains no serious errors in grammar, spelling or mechanics. •The page layout facilitates understanding of the narrative. •Navigation between sections is clear.	One (1) of the following is true: •The project contains multiple or serious errors in grammar, spelling or mechanics. •The page layout is cluttered. Navigation between sections is unclear.	Two (2) of the following are true: •The project contains multiple errors in grammar, spelling or mechanics. •The page layout is cluttered. Navigation between sections is unclear.	At least three (3) of the following are true: •The project contains multiple errors in grammar, spelling or mechanics. •The page layout is cluttered. Navigation between sections is unclear.	

	•APA format is used for in text and bibliographical references to external resources.	•APA format is not used for in-text and bibliographical references to external resources	•APA format is not used for in-text and bibliographical references to external resources.	•APA format is not used for in-text and bibliographical references to external resources.	
<b>Total (75)</b>					

Reference:

Adapted from: Using Rubrics to Grade Student Performance, Dawn M.

Zimmaro, Ph.D.Center for Teaching and Learning

Telephone: (512) 232-2662; Web: www.utexas.edu/academic/ctl

Location: Bridgeway Building, 2616 Wichita Street, Address: P.O. Box 7246, Austin, TX 78713-7246

## APPENDIX 2: INTERPRETING LETTER GRADES

### Letter Grades and Percentages

A: 96-100	B+: 90-92	B-: 82-84	C: 75-78	D: 65-71
A-: 93-95	B: 85-89	C+: 79-81	C-: 72-74	F: < 65

#### ***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.

## **APPENDIX 3: BIBLIOGRAPHY OF RECOMMENDED BOOKS & RESOURCES**

1. Anderson, K., & Reese, R. (1999). *Spiritual mentoring: A guide for seeking and giving direction*. Downers Grove, IL: Intervarsity Press.
2. Blanchard, K., Carlos, J. P., & Randolph, A. (1998). *Empowerment takes more than a minute*. San Francisco, CA: Berrett-Koehler.
3. Burns, J. M. (1978). *Leadership*. New York, NY: Harper and Row.
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