![Seventh-day Adventist Theological Seminary — Andrews University]

CHMN543 Leadership in a Changing World

Spring 2021

Stanley E. Patterson, PhD

SYNOPSIS OF THE COURSE

CLASS & CONTACT INFORMATION

Class location:	Remote teaching via (ZOOM mtg #821 575 1202)
Class meeting times:	February 14-18, 2021 Sunday 1-5pm; Monday – Thurs 7:30am-12pm and 1:30-3:00pm **Times are set for Pacific Time Zone**
Course Website:	learninghub.andrews.edu
Instructor Telephone:	269-240-4900
Instructor Email:	patterson.stan@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, Christian education, and conflict management.

PROGRAM & COURSE LEARNING OUTCOMES

CHMN543 *MA in Pastoral Ministry (MAPM)*

Deliver effective biblically-based sermons.
Demonstrate proper biblical interpretation skills

1. **Understand the historical-theological development of the Seventh-day Adventist church**
2. **Capable of training church members for evangelism**

3. **Demonstrate an understanding of how to empower church members for leadership**
4. **Capable of reaching specific social groups**

CHMN543 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

Pre-intensive Required Reading:

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. 418 pp.

2. Bell, S. ed. (2014). *Servants and friends: A theology of leadership.* Berrien Springs, MI: Andrews University Press. 453 pages. 978-1883925901 (**Read the Forward, Preface, Introduction, Section Four, and one chapter of your choice from each of Sections One, Two, and Three**)

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 pp.

PRE-INTENSIVE COURSE REQUIREMENTS

Reading Forums: Do the required reading for all texts and participate substantially in the Learning Hub FORUM book discussions on or by the posted date. Ratings for each posting range from minimum of 1 point to maximum of 8 points and should be 75 words or less in length. These postings will be graded for scholarly quality and analysis of content related to the book, reflective writing that considers the impact on you personally and professionally, and evidence of critical thinking. Forum primary thread postings must include page or location number of the source of the posted topic. Submit postings until the cumulative points total 25 for each book. Your Learning Hub grade page will show the points you have

accumulated. Points rate primary postings and response statements to postings by your fellow participants. **Forums open January 4 and close February 18**

REQUIREMENTS DURING THE INTENSIVE

Regular attendance and engagement in class dialog and group activities.

POST-INTENSIVE COURSE REQUIREMENTS

Post-intensive Book Review: Choose a leadership related book published 2018 or later. Read it and write a 750-1000-word review for consideration of publication. The review should conform to the standard established in the Rubric on page 10. Format as per the Sample Book review and include a professional byline. Clear title with Dr. Patterson to avoid duplication with another student or a previously published review. **Due March 30, 2021**

Case Study: Produce a *Leadership Case Study* of an actual religious organization and one of its leaders with whom you are acquainted. Use fictional names for leader and organization. The case study is to be 8 pages, double spaced. No cover page is necessary. Include five relevant parenthetical citations and references listed at the end in APA bibliographic format. Follow the *Andrews Standards for Written Work, 13th ed*. Use APA style. The case study is graded based on the rubric on page 12. **Due April 15, 2021.**

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

a. An i**ntroduction** to the case study that includes a description of how the data were collected and what types of sources of data (i.e., persons who work with the leader, organizational publications, a survey of members of the organization, etc.).

b. A brief **description** of the organization.
  (1) The general identity (size, type, style) and context (location, social setting, cultural environment) of the organization
  (2) The history of the organization
  (3) The vision and mission of the organization
  (4) The success of the organization in accomplishing its mission
  (5) Major changes in the organization

c. A **description** of the leader (self-identified and as described by others).
  (1) The leader's cultural background
  (2) The leader's experience as a leader
  (3) The leader's expression of the fruit of the Spirit
  (4) The leader's spiritual gifts

d. T**heological dimensions**
  (1) Does the leader espouse servant leadership?
  (2) Does the leader use domination and coercion?
  (3) Does the leader empower others in the organization?
  (4) Are position and personal prestige important to the leader?
  (5) Include scripture texts presented in class as biblical foundations of leadership.

e. Your **analysis** of the leadership dynamics in the case.
   (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) What is the decision-making process in the organization?
   (4) Does the leader work more as a true leader or a manager of the organization?

f. Your **evaluation** of your experience as a participant or observer in the case
   (1) What would you do the same?
   (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?

g. Your **learning** from this experience
   (1) Describe the leadership lessons that you gained from this study
   (2) How would you apply these lessons to your future ministry?

- **Note:** Case Study rubric (p.10) used to determine grade for this assignment.

Day	Date	Class Topic	Assignments Due
Pre-int	Jan 4-Feb 18	Pre-intensive Learning Hub Forum Discussion (SLO 2,4,6; PLO 3,5) (20 pts.)	Blackaby, H. T., & Blackaby, R. (2011). *Spiritual leadership*
Pre-int	Jan 4-Feb 18	Pre-intensive Learning Hub Forum Discussion (SLO 2,4,6; PLO 3,5) (20 pts.)	Bell, S. ed. (2014). *Servants and friends*
Pre-int	Jan 4-Feb 18	Pre-intensive Learning Hub Forum Discussion (SLO 2,4,6; PLO 3,5) (20 pts.)	Valentine, G. M. (2011). *The prophet and the presidents*
	Feb 18	Title of Book Review selection submitted and approved.	
1	Feb 14	Introduction and Orientation Biblical Foundations	
2	Feb 15	Spiritual Leadership Leadership Theory Integrity	
3		Clarifying Mental Models Leading Change	
4	Feb 16	Jesus as Transformational Leader Mentoring/Discipleship	
5		Empowerment Motivating People	
6		Ministry in Teams Trust	

7	Feb 17	Managing Conflict Biblically Financial Leadership	
8		E.G. White and Leadership Leadership and Power	
9		Shared Vision & the Differentiated Self Distributed Leadership	
10	Feb 18	Priesthood of all Believers Assessing Effectiveness	
11		Organizational Structure and Authority Stewardship of Time	
Feb 18, 3:00 p.m.		Final Exam (50pts.)	(SLO 2,4,5,6; PLO 5)
March 30, 2021		Post-intensive book review (50 pts.)	
April 15, 2021		L'ship Case Study (75pts.)	(SLO 1,2, 3, 5; PLO 3, 5)
April 30		Course Closes, No assignments accepted after this date	

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 who are 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:

Professional Masters' Programs		
3 Credits		
Instructor Contact Hours	Face to Face Instructional Time	32 hrs
	Other Instructor-Directed Activities (Forum Discussions)	12 hrs

Independent Learning Activities	Pre-intensive reading (1199 pages @ 18/hr)	61 hrs
	Post-intensive reading and book review	15 hrs
	Case Study (Project Report)	15 hrs
Total Hours:		135

SDATS GUIDELINES FOR CALCULATING ASSIGNMENT LOADS

Average reading speed: 15-20 pages/hour for light reading not to be tested on

10-15 pages/hour for heavy reading for exams

Writing time: 2.5 – 3 hours/double spaced page, from start to finished product

Reflective Writing Assignment: 0.5 hour per page

An Online Assignment Load Calculator is available at: www.cte.rice.edu/workload/

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.

Assignment Description	Weighting
1. Daily Discussion Forum due daily by 22:00 hours	
2. Reading Forum Submissions due February 18, 2021	
3. Post-intensive Book Review due March 30, 2020	
4. Project Report due April 15, 2021	

* 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.

(The AU Bulletin states that: "An Incomplete (I) indicates that the student's work is incomplete because of illness or unavoidable circumstances and not because of negligence or inferior performance. Students will be charged an incomplete fee for each incomplete grade issued." DGs are not an option for most types of courses.)

Submission of Assignments
Assignments are due (uploaded) on Learning Hub in MS Word (no PDF) at the end of the day on which they are due. No hard copies or email submissions accepted without specific permission from the instructor.

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 supported by a valid reason why the work missed the date due.

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

ABOUT YOUR INSTRUCTOR

Dr. Stanley Patterson is professor *emeritus* at the SDA Theological Seminary. He currently teaches leadership and pastoral practics contract courses for the Christian Ministry Department.

He began his pastoral ministry in 1975 in Texas, then Wyoming, Colorado, and Georgia. He served as ministerial director and evangelism coordinator in the Greater New York Conference and for twelve years in the Georgia-Cumberland Conference as ministerial director and later as vice-president for pastoral ministries and evangelism.

He earned a Ph.D. in Leadership and Administration from Andrews University in 2007 and responded to a call to serve the Seminary in 2008. He has published numerous academic and professional articles on Christian Leadership and has assisted in the development of Christian leaders throughout the world field.

Glenda and he make their home in Berrien Springs, Michigan and have four adult children, eight grandchildren and two great grandchildren.

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

Academic Accommodations

If you qualify for accommodation under the American Disabilities Act, please see contact Student Success in Nethery Hall 100 (disabilities@andrews.edu or 269-471-6096) as soon as possible so that accommodations can be arranged.

Use of Electronics

No recording or streaming permitted in seminary courses.

Courtesy, respect, and professionalism dictate limits on laptop and cell phone use to class-only 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	helpdesk@andrews.edu	(269) 471-6016
Technical assistance with Learning Hub	dlit@andrews.edu	(269) 471-3960
Technical assistance with your Andrews account	http://andrews.edu/hdchat/chat.php	

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 .

Rubric for Assessing the CHMN543 Case Study

	Excellent (90-100%)	Satisfactory (60-89%)	Emerging (30-59%)	Unacceptable (0-29%)	Score
Introductory material (10)	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.	
Descriptions of the setting and data collection process (15)	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.	
Record of observations (15)	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	
Discussion, logic, and conclusions (L'ship Theology, Theory, etc.) (20)	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.	
Presentation's clarity and style (15)	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. •APA format is used for in text and bibliographical references to external resources.	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. •APA format is not used for in-text and bibliographical references to external resources	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. •APA format is not used for in-text and bibliographical references to external resources.	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 not used for in-text and bibliographical references to external resources.	
				Total (75)	

Rubric for Assessing the CHMN543 Book Review

	Grade range- 90-100%	Grade range-80-89%	Grade Range < 80%	
Focus: author's thesis; book's content (10)	Clearly communicates the author's thesis/main idea and succinctly summarizes the book's content	Adequately communicates the author's thesis and summarizes the book's content	Does not clearly communicate the author's thesis and/or summarize the book's content	
Critique: evaluation on behalf of the leadership community; Includes specific language about strengths and weaknesses; not a personal reaction (15)	Interacts with and critiques the author's ideas at a high level on behalf of the leadership community	Adequately critiques the author's ideas on behalf of the community	Does not offer a helpful critique, and/or does not critique on behalf of the community, and/or too much personal reviewer bias	
Application: applied aspect for Christian leaders; not limited to reviewer's personal context (15)	Shares clear and practical application of the author's ideas for Christian leaders	Adequately applies the author's ideas for Christian leaders	Does not sufficiently apply the author's ideas for Christian leaders, and/or application limited to reviewer's personal context	
Recommendation: to read this book or not, and why (10)	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	
			Total (50)	

Note: "Author" refers to the book author; "reviewer" refers to the book reviewer.

If appropriate, some information about the author might be included: Who is he/she? Why write this book? Any information about what makes the author an authority on the book's subject is helpful, especially if the author is relatively unknown.

Things that should *not* be in a review:
❖ Rants about negative or positive aspects of the book.
❖ Expressions of personal prejudices: "I liked/didn't like X aspect of the book…"

APPENDIX 2: INTERPRETING LETTER GRADES

Letter Grades and Percentages

96-100%	A	85-89%	B	75-78%	C
93-95%	A-	82-84%	B-	72-74%	C-
90-92%	B+	79-81%	C+	68-71%	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.

APPENDIX 3: BIBLIOGRAPHY OF RECOMMENDED BOOKS & RESOURCES

Recommended:

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 Fransisco: Berrett-Koehler.
3. 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
4. Burns, J. M. (1978). *Leadership*. New York: Harper and Row.
5. Clinton, J. R. (1988). *The Making of a leader: Recognizing the lessons and stages of leadership development*. Colorado Springs: NavPress.
6. 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.
7. 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.
8. Cosgrove, C. H., & Hatfield, D. D. (1994). *Church conflict: The hidden system behind the fights*. Nashville: Abingdon.
9. Drath, W. (2001). *The Deep Blue Sea: Rethinking the Source of Leadership*. San Fransisco: Jossey-Bass.
10. Duarte, D. L., & Snyder, N. T. (2001). *Mastering virtual teams: Strategies, tools, and techniques that succeed* (Second ed.). San Francisco: Jossey-Bass.
11. Elmer, D. (2006). *Cross-cultural servanthood: Serving the world in Christlike humility*. Downers Grove, Ill.: IVP Books.
12. Friedman, E. H. (1985). *Generation to generation: Family process in church and synagogue*. New York: Guilford Press.
13. 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.
14. Fryling, R. (2010). *The leadership ellipse: shaping how we lead by who we are*. Downers Grove, Ill.: IVP Books.
15. Gardner, H., & Laskin, E. (1995). *Leading minds: An anatomy of leadership*. New York: Basic Books.
16. Gladwell, M. (2000). *The tipping point: How little things can make a big difference*. Boston: Little, Brown and Company.
17. Goleman, D. (2006). *Emotional intelligence: Why it can matter more than IQ* (10th Anniversary ed.). New York: Bantam.
18. Goleman, Daniel, Boyatzus, Richard and McKee, Annie. (2004). *Primal Leadership: Realizing the Power of Emotional Intelligence*. Boston, MA: Harvard Business School Publishing. 336 pages.
19. Greenleaf, R. (1991). *Servant leadership: A journey into the nature of legitimate power and greatness*. Indianapolis, IN: The Greenleaf Center.
20. Guder, D. L., & Barrett, L. (1998). *Missional church: A vision for the sending of the church in North America*. Grand Rapids, Mich.: W.B. Eerdmans Pub.
21. Guinness, O. (2003). *The call: Finding and fulfilling the central purpose of your life*. Nashville: W Publishing Group (Thomas Nelson).
22. Hagberg, J. O. (2003). *Real power: Stages of personal power in organizations* (3rd ed.). Salem, WI: Sheffield.
23. 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.

24. Hirsch, A. (2006). *The forgotten way: Reactivating the missional church*. Grand Rapids, Mich.: Brazos Press.
25. Kouzes, J. M., & Posner, B. Z. (2007). *The leadership challenge* (4th ed.). San Francisco, CA: Jossey-Bass.
26. Moxley, R. S. (1999). *Leadership and spirit: Breathing new vitality and energy into individuals and organizations*. San Fransisco: Jossey-Bass.
27. Nouwen, H. (1989). *In the name of Jesus: Reflections on Christian leadership*. New York: Crossroad.
28. Pearce, C. L., & Conger, J. A. (Eds.). (2003). *Shared leadership: Reframing the hows and whys of leadership*. Thousand Oaks, CA: Sage Publications, Inc.
29. Pollard, L. (Ed.). (2000). *Embracing diversity: How to understand and reach people of all cultures*. Hagerstown, MD: Review and Herald Publishing.
30. Quinn, R. E. (1996). *Deep change: discovering the leader within*. San Francisco, Calif.: Jossey-Bass Publishers.
31. Rost, J. C. (1993). *Leadership for the twenty-first century*. Westport, CT: Praeger.
32. Scott, S. (2004). *Fierce conversations: Achieving success at work & in life, one conversation at a time* (Berkley trade pbk. ed.). New York: Berkley Books.
33. Senge, P. (1994). *The fifth discipline: The art and practice of the learning organization*. New York: Currency.
34. Sire, J. W. (1990). *Discipleship of the mind: Learning to love God in the ways we think*. Downers Grove, IL: Intervarsity Press.
35. Sire, J. W. (2009). *The universe next door: A basic worldview catalog* (5th ed.). Downers Grove, Ill.: InterVarsity Press.
36. Smith, F. (1998). *The book of learning and forgetting*. New York, NY: Teachers College Press.
37. Stanley, P. D., & Clinton, J. R. (1992). *Connecting: Finding mentors you need to be successful in life*. Colorado Springs: NavPress.
38. Stanley, P. D., & Clinton, J. R. (1992). *Connecting: Finding mentors you need to be successful in life*. Colorado Springs: NavPress.
39. Surowiecki, J. (2005). *The Wisdom of crowds: Why the many are smarter than the few and how collective wisdom shapes business, economies, societies, and nations*. New York: Anchor Books.
40. Tropman, J. E. (1996). *Making meetings work: Acheiving high quality group decisions*. Thousand Oaks, CA: Sage.
41. Vroom, V. H. (1995). *Work and motivation*. San Fransisco: Jossey-Bass.
42. Weisbord, M. R., & Janoff, S. (2007). *Don't just do something, stand there! : ten principles for leading meetings that matter* (1st ed.). San Francisco: Berrett-Koehler Publishers.
43. Wheatley, M. J. (2006). *Leadership and the new science: Discovering order in a chaotic world* (3rd ed.). San Francisco, CA: Berrett-Koehler.
44. White, Ellen G. (1985). *Christian leadership*. Silver Spring, MD: Ellen G. White Estate.
45. 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.
46. Yukl, G. A. (2010). *Leadership in organizations* (7th ed.). Upper Saddle River, N.J.: Prentice Hall.

For additional books and articles, see also the Seminary Library Portal at
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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) <u>Models spiritual humility, maturity and integrity</u> 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) <u>Manifests the practices of a Biblical scholar-theologian</u> 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) <u>Demonstrates personal commitment, passion and essential skills for discipleship and evangelism</u>, while equipping members to carry out ministry within the scope of the local and global mission of the Seventh-day Adventist church.
   4) (Leadership) <u>Exercises creative and visionary leadership</u> 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) <u>Facilitates enriching corporate worship</u> that brings diverse peoples into the transforming presence of God.
   6) (Administration/Management) <u>Engages the abilities of self and others to strategically steward</u> personal and corporate resources including time, health, finances, property and service in areas of spiritual giftedness.
   7) (Relationships) <u>Models effective relationships</u> with people of diverse cultures, backgrounds, character, and persuasions, reflecting the wisdom, compassion, and discernment of Jesus through the work of the Spirit.
3.