

PATH 543-031—Christian Leadership in a Changing World
Spring 2023

Boubakar Sanou, PhD

CLASS & CONTACT INFORMATION

Class Location:	SEM—Room will be arranged later
Class Meeting Times:	Sunday January 29: 3pm-7pm EST Monday January 30-Thursday February 2: 8:30am-12:30pm; 1:30pm-6pm EST
Course Website:	learninghub.andrews.edu
Number of Credits:	3
Instructor Telephone:	269-471-6348
Instructor Email:	sanou@andrews.edu
Office Location:	Seminary S212
Office Hours:	Arranged because of this intensive

COURSE DESCRIPTION

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

PROGRAM & COURSE LEARNING OUTCOMES

The MAPM 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: “Demonstrates an understanding of how to empower church members for leadership.” The full set of program learning outcomes for your degree program are listed on page 10.

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:

The student should be able to:

1. Demonstrate advanced understanding of the biblical and theological principles of servant leadership.
2. Apply leadership 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. Minister in a way that reflects the character of Christ and exemplifies personal integrity and professional ethics.
6. Understand Christ's model of the reconciling ministry as a peacemaker.

COURSE OVERVIEW AND TOPICS

This course will help to equip administrators, chaplains, evangelists, pastors, and teachers to work effectively as spiritual leaders in the Adventist Church and beyond. Students will learn how to base their practice of leadership on biblical theology and sound academic theory of leadership. Some aspects of learning will take place in small groups, so that students can experience the reality of working with groups of people as a leader in the church and elsewhere.

Date	Topics That Will Be Covered	CLOs Addressed
1/29-2/2	Introduction Definition of Leadership Theology of Leadership E. G. White on Leadership Leadership Theories Servant Leadership Systems Theory Power and Authority in Church Leadership Integrity, Ethics, and Leadership Time Management Leading in a Multicultural Setting Shared Vision Empowering Others Ministry Teams Leading Adaptive Change Strategic Planning Addressing Conflict Church Financial Leadership	1-6

COURSE MATERIALS

Required Course Materials

1. Bell, S. (ed.). (2014). *Servants & Friends: A Biblical Theology of Leadership*. Berrien Springs, MI: Andrews University Press.

For ISBN and price information, please see the listing at the Bookstore www.andrews.edu/bookstore.

2. Selected Articles/Book Chapters (These articles/chapters are available on LearningHub).

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. Elmer, D. (2006). *Cross-cultural servanthood: serving the world in Christlike humility*. Downers Grove, IL: IVP Books.
5. Friedman, E. H. (1985). *Generation to generation: Family process in church and synagogue*. New York, NY: Guilford Press.
6. 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.
7. Fryling, R. (2010). *The leadership ellipse: Shaping how we lead by who we are*. Downers Grove, IL: IVP Books.
8. Goleman, D., Boyatzus, R. & McKee, A. (2004). *Primal leadership: Realizing the power of emotional intelligence*. Boston, MA: Harvard Business School Publishing.
9. Greenleaf, R. (1991). *Servant leadership: A journey into the nature of legitimate power and greatness*. Indianapolis, IN: The Greenleaf Center.
10. Hagberg, J. O. (2003). *Real power: Stages of personal power in organizations* (3rd ed.). Salem, WI: Sheffield.
11. Heifetz, R. A., Linsky, M., & Grashow, A. (2009). *The practice of adaptive leadership: Tools and tactics for changing your organization and the world*. Boston, MA: Harvard Business Press.
12. Knight, G. R. (2017). *Adventist authority wars, ordination, and the Roman Catholic temptation*. Westlake Village, CA: Oak and Acorn.
13. Kouzes, J. M., & Posner, B. Z. (2007). *The leadership challenge* (4th ed.). San Francisco, CA: Jossey-Bass.
14. Lencioni, P. (2002). *The five dysfunctions of a team: A leadership fable*. San Francisco, CA: Jossey-Bass.
15. Lencioni, P. (2016). *The ideal team player: How to recognize and cultivate the three essential virtues*. Hoboken, NJ: Jossey-Bass.
16. Rodin, R. S. (2010). *The steward leader: Transforming people, organizations and communities*. Downers Grove, IL: IVP Academic.
17. Rost, J. C. (1993). *Leadership for the twenty-first century*. Westport, CT: Praeger.
18. Smith, F. (1998). *The book of learning and forgetting*. New York, NY: Teachers College Press.
19. Stanley, P. D., & Clinton, J. R. (1992). *Connecting: Finding mentors you need to be successful in life*. Colorado Springs, CO: NavPress.

20. 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.
21. White, E. G. (1985). *Christian leadership*. Silver Spring, MD: Ellen G. White Estate.

CLASS 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 will 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. Three tardies are equal to one absence.

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. Assignments are to be turned in on LearningHub before 11:59 pm on the day they are due. Please do not email any assignment to the course instructor.

Pre-Session Assignment

Reading and Critical Journaling (20 points for each entry)—30%--Due January 28, 2023.

For *each* article/book chapter the student will write a two page critical journal entry. This should be typed in a Word document in Times New Roman Font, size 12, double spaced and submitted on LearningHub on the due date. Submit your reflections on all the articles assigned for specific weeks as a single document.

These critical journal entries should be written following the format below:

Summary: Not more than ½ page

Critique: Provide your critical perspective on *each* assigned article/book chapter: (1) What new insights have you gained? and (2) If you were to re-edit the article/book chapter, what would you add and why?

Implication for ministry: Suggest practical implications and application, i.e, how you intend to apply the insights you have gained from the assigned reading to your personal life and ministry.

Article or Book Chapter Titles	Due Date
<ol style="list-style-type: none"> 1. Tutsch, Cindy. "Spirit-driven leadership: A perspective from Ellen G. White." <i>Ministry</i> (February 2010): 19-22. 2. Sanou, Boubakar. "Shepherds After God's Heart: A Biblical Perspective on the Use of Power and Authority in Leadership." <i>Current: Faith Meets Life and Culture</i> 8 (Fall 2020): 45-49. 3. Sanou, Boubakar. "Biblical Social Justice and Ethical Leadership: A Pastoral Perspective." <i>Current: Faith Meets Life and Culture</i> 9 (2021): 37-41. 4. Peterson, Brooks. "What Is Cultural Intelligence?" In <i>Cultural Intelligence: A Guide to Working with People from Other Cultures</i>. Yarmouth, ME: Intercultural Press, 2004. 5. Moua, Mai. "Culturally Intelligent Leadership Matters." In <i>Culturally Intelligent Leadership: Leading Through Interculturally Interaction</i>. New York: Business Expert Press, 2010. 6. Sanou, Boubakar. "Leadership Development and Succession: A Review of Best Practices with Insights for Mission Leadership." <i>Journal of Applied Christian Leadership</i> 15, no. 1 (Spring 2021): 28-53. 7. Smith, Maura. "Creating a Culture of Gender Equality." <i>American Management Association Quarterly</i> 4, no. 1 (Spring 2018): 26-28. 8. Livingstone, Robert. "How to Promote Racial Equity in the Workplace." <i>Harvard Business Review</i> 98, no. 5 (Sept-Oct 2020): 64-72. 9. Meyer, Erin. "Being the Boss in Brussels, Boston, and Beijing: If You Want to Succeed, You'll Need to Adapt." <i>Harvard Business Review</i> 95, no. 4 (July-August 2017): 70-77. 10. Silberman, Tim. "Imitation in Cross-Cultural Leadership Development." <i>Missiology: An International Review</i>, 46, no. 3 (2018): 240-250. 	<p>January 28</p>

In-Session Assignment

Class Attendance (See attendance policy above) and Participation—5%

Final Exam (100 points)—February 2, 2023—40%.

This will be a timed, closed book comprehensive exam. Each student will have 2 hours to complete the exam. The exam will be made up of true or false, matching, short answer, and essay style questions.

Post-Session Assignment

A Practical Reflection on Bell, S. (ed.). (2014). *Servants & Friends: A Biblical Theology of Leadership* (25 points)—Due April 16, 2023—25%.

For this assignment:

1. Submit a statement affirming whether you have read Skip Bell, ed., *Servants & Friends: A Biblical Theology of Leadership* (Berrien Springs, MI: Andrews University Press, 2014) in its entirety or not.
2. Provide a three-page critical reflection on the book as a whole, focusing on new insights gained and how you will *practically* incorporate some of that into your ministry.

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.”). Process any incomplete request through the Student Success Center.

Submission of Assignments

Assignments are to be turned in on LearningHub before 11:59 pm on the day they are due (unless otherwise announced). Please do not email any assignment to the course instructor.

Late Submission

The following penalties will be applied for late submission of assignment items (excluding exams, which must be taken on the day scheduled):

Late 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

LETTER GRADES AND PERCENTAGES

96-100%	A	84-87%	B	73-76%	C
92-95%	A-	80-83%	B-	69-72%	C-
88-91%	B+	77-80%	C+	61-68%	D

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 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 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.

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:

Instructor Contact Hours	Face to Face Instructional Time	45 hours
Independent Learning Activities	Reading and Critical Journal Entries	40 hours
	Reading Bell, S. (ed.). (2014). <i>Servants & Friends: A Biblical Theology of Leadership</i> . Berrien Springs, MI: Andrews University Press.	45 hours
	Final Exam Preparation	5 hours
Total Hours:		135 hours

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: 0.25 hour per page

ABOUT YOUR INSTRUCTOR

Boubakar Sanou is an Associate Professor of Mission and Intercultural Leadership at the Seventh-day Adventist Theological Seminary, Andrews University. He is a graduate of Andrews University (BA, 1999; DMin, 2010; PhD, 2015; Post-Doctoral Certificate in Intercultural Leadership, 2021) and Newbold College (MA, 2005). Prior to coming to Andrews University, he served in various capacities in pastoral ministry. His research interest is on the impact of culture on leadership behaviors and practices and how that influences Christian witness.



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

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

Regarding the use of electronics in class, 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, course page on LearningHub, and iVue alerts regularly.

LearningHub Access

Andrews University LearningHub hosts this course online. Your LearningHub 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 at any time during the semester for the benefit of the learning process. Students will be informed about any revision. The up-to-date Course Description for this course may be found at www.learninghub.andrews.edu.

PROGRAM LEARNING OUTCOMES

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