

**Theological Seminary
Andrews University**

CHMN760 Advanced Leadership Competencies

(8 credits)
The 2005 Cohort

Professors:

Skip Bell, DMin, Professor of Church Leadership, Seventh-day Adventist Theological Seminary, sjbell@andrews.edu

Skip Bell is the cohort coordinator and lead teacher. Guest presenters include Charles Tidwell, Director of Extensions and Affiliations, AU, David VanDenburgh, DMin, Associate Professor, Kettering College of Medical Arts, and David Penno, Pastor of the Flash Point Community Church Plant and the Atlanta Southside SDA Church, Jiri Moskala, Associate Professor of Systematic Theology, AU, and Stan Patterson, Vice-President for Pastoral Ministries, Georgia Cumberland Conference of SDA.

The teaching intensive for the module is April 15-26, 2007, at Andrews University, Berrien Springs, Michigan. A daily schedule is available at the program web site, www.doctorofministry.com.

Course Module Description

Application of the competencies of Christian leadership in the participant's ministry. The course includes continued personal and theological reflection, integration of leadership principles, and administrative skill development. The course is prepared especially for leaders and managers of churches and Christian organizations. Each course participant will integrate essential leadership principles and administrative practices into their context of church leadership and demonstrate competencies in a portfolio of experience. Participants will share accountability for their development in peer groups that meet outside of the two week intensive.

Competencies of the Leadership Concentration

The competencies of the leadership concentration include a knowledge base, the six essentials listed below, and administrative skills. The knowledge base has the four following components:

1. A current understanding of leadership theory
2. A faithful theology of leadership
3. Systems thinking and organizational culture
4. Human development theory

In the process of the leadership concentration, participants will experience development in all of the following six leadership essentials. The process of understanding and demonstrating those essentials begins in the year of the first module and involves both activity within the intensive and in your learning context throughout the year. Development continues throughout the five years of the program. Those six essentials are:

1. A God Given Passion Stirring Shared Vision
2. Demonstrating Faith Based Hope
3. Exercising Solid Integrity
4. Courage to Challenge the Status Quo
5. Unswerving Commitment to Empowering People
6. Abundance Mentality

Participants in the leadership concentration also enhance administrative skills and demonstrate competency in chosen areas fitting their context. The third module in the concentration addresses selected administrative practices while expanding focus on other leadership development issues. The fourteen such administrative skills identified for the concentration are:

1. Fostering Participation
2. Facilitating Effective Planning
3. Emphasizing Quality
4. Managing Resources Responsibly
5. Communicating Effectively
6. Building Effective Teams
7. Affirming Others
8. Managing Change Well
9. Managing Conflict Effectively
10. Evaluating
11. Confronting
12. Following Through
13. Making Meetings Matter
14. Mentoring Others

Course Requirements

Pre-Session Reading:

A reading report and journal is due the first day of the teaching intensive for the five required pre-session titles. The journal is an informal reflection of your thoughts as you read the book. Reflection in this context suggests a cognitive and imaginative process. Examine what you read in the article and “bounce it off” what you have experienced or imagined. Consider the text in the light of your values, experiences, ideas, and hopes. The result is your “reflection” on the text. Give deliberate and intentional attention to how the

text relates to your life, and relate it with written clarity. Journals are usually four to six pages, need not follow any particular style, and will not be graded for grammar, writing, etc. The reading report is a simple statement that you have read the required books.

Collins, G. (2001) *Christian Coaching*. NavPress. ISBN: 1576832821

Stanley, P. D., & Clinton, J. R. (1992). *Connecting: The Mentoring Relationships You Need to Succeed in Life*. Colorado Springs: NavPress. ISBN: 08910-96388

Lencioni, P. (2002). *The Five Dysfunctions of a Team*. San Francisco: Jossey-Bass. ISBN: 0-7879-6075-6

Kotter, J. P. (1996). *Leading Change*. Boston: Harvard Business School Press. ISBN: 0-87584-747-1

Whitworth, Laura. (2006, 2nd Edition if Available) *Co-Active Coaching*. Davies-Black Publishing. ISBN: 0891061983.

Post-Session Reading Due December 12, 2007 With Journals and Reports:

Blackaby, Richard, and Henry T. Blackaby (2001). *Spiritual Leadership: Moving People on to God's Agenda*. Broadman & Holman Publishers, 2001. 305 pages. Hardcover. ISBN: 0-8054-1845-8

Collins, J. (2001). *Good to Great: Why Some Companies Make the Leap...and Others Don't*. New York: HarperCollins. ISBN: 0-06-662099-6

Jeavons, Thomas H., and Rebekah Burch Basinger (2000). *Growing Givers' Hearts: Treating Fundraising as a Ministry*. San Francisco: Jossey-Bass. ISBN: 0-7879-4829-2

Tropman, John E. (2003). *Making Meetings Work: Achieving High Quality Group Decisions*, 2nd edition. Thousand Oaks, California: SAGE Publications. ISBN: 071927050

Books can be purchased in any manner convenient to the participant. They are available through the Andrews University Bookstore - 800-385-2001. Some books are available used at the Amazon online book store.

II. The Intensive

A. Attend classes. Class attendance and participation has a positive correlation to performance and evaluation. Class sessions are generally 50 minutes in length. The grade of participants who miss more than 10% (3) of class sessions will be reduced one full letter grade. An extra credit option will be provided in such cases. Participants who miss 20% (6) of class sessions will receive a failing grade and there will be no extra credit options. Exceptions can be made only for dire medical emergencies. Three late arrivals count as one absence. Students are not to leave class during sessions for any reason. Cell phones are not to be on during class. Distractions from participation in class negatively impact the grade received.

B. Participation in class discussion, group learning activities, journaling, evening assignments, and compilation of notes is expected.

C. The intensive schedule may include week-end activities.

III. Post Intensive

A. Your project thesis. The project thesis is a paper of 50 to 70 pages including a statement of a ministry challenge or need, description of your project in context, a theological reflection, a literature review, a research proposal, and projected outcomes. Work done in the prior two modules of the program may contribute to the written thesis.

The Andrews University Standards for Written Work, 9th Edition (or more recent edition) will provide the standards for all written work.

B. Students will participate in a minimum of three sessions of a regional work group for peer support and sharing of learning experience.

1. A journal of those group meetings will be required from each group with a record of attendance by December 12, 2007.
2. The first group meeting must occur on or before June 19, 2007 and review the description of the project and proposed research for the project thesis for all participants.
3. The second group meeting must occur on or before September 17 and review the work of each student in the theological reflection for their project thesis.
4. The third group meeting must occur on or before November 20 and review the literature review done for the project thesis by each student.
5. Groups may meet by phone conference, face-to-face, or via electronic conference.

C. Read and journal the six post session books listed above.

D. Prepare a final revision of the Ministry Development Plan and submit it by December 12, 2007.

E. Document your personal application of four administrative practices in the context of your ministry and within the time frame of this module. Provide separate three page summary journals plus attachments of your personal and specific application of a minimum of four of the 14 administrative practices listed above.

F. Continue compiling your portfolio for submission at the time you defend your project.

IV. Grading

Project Thesis - 200 points

Reading Journals and Reports: 20 points each x 9 books - 180 points

Documentation of administrative practices – 100 points

Small Group Meetings – 60 (20x3)

Ministry Development Plan - 20 points
Journaling During the Intensive - 40 points
Total 600 points

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

Pre-intensive reading reports and reading journals are due the first session of the teaching intensive, April 15, 2007. Other reading reports and journals are due December 12, 2007. The remainder of the assignments are also due December 12, 2007.

V. Course Time Parameters and Calculations

The Doctor of Ministry program requires 60 hours of study for each semester credit. This course is eight hours, so the entire course module is to require 480 hours. The time is calculated as follows:

Revising the Ministry Development Plan - 2 hours
Reading with journaling - 100 hours
Administrative practices with documentation – 40 hours
Two week intensive - 80 hours
The Research, Ministry, and Writing Represented by the Post intensive project thesis - 240 hours
Peer Group Attendance and Journaling - 12 hours
Portfolio Organization - 6 hours
Total 480 hours

Accommodations are made for disabilities. Students with diagnosed disabilities should request accommodation. If you qualify for accommodation under the American Disabilities Act, please see the instructor as soon as possible for referral and assistance in arranging such accommodations.

Revisions to these module requirements may be made at any time.

October 23, 2007