

**SDA Theological Seminary**

**Andrews University**

**CHMN747 Leadership and Church Management**

2007 Leadership Cohort (Special)

(6 credits)

The 2007 Cohort

October 2-11, 2007

Professors:

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Dr. Patterson is the cohort coordinator and lead professor. Guest faculty will be announced in future updates to this document.

The teaching intensive for the first module is October 2-11, 2007 at Seminary Hall room S215, Andrews University. A daily schedule is available at the program web site,  
[www.doctorofministry.com](http://www.doctorofministry.com).

**Course Module Description**

This course module investigates principles, challenges, and practices of Christian leadership, emphasizing the issues that make leadership in the context of the church, education, and non-profit service organizations unique. It includes theological reflection, literature review, theory, and practical application of learning in the context of professional ministry.

The course is prepared especially for leaders and managers of church, community, education, and non-profit organizations.

Each course participant will integrate essential leadership principles and administrative practices into their context of 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.

Participants take this course with a cohort as the part of a sequence of CHMN747 (Oct 2-11, 2007), GSEM730 (Oct 14-18, 2007), GSEM706 (April 20-May 1, 2008), GSEM790 (May 4-8, 2008), CHMN760 (March 23-31, 2009) and CHMN780 (March 22-30, 2010) to form a leadership concentration.

## Course Module Content

The description of content for this module is not meant to represent the learning design or form a contract for the content.

Participants will receive an orientation to the leadership concentration, explore issues such as the nature and theory of leadership, a biblical model for servant leadership, learning styles, the process of leadership development, ethics in leadership, leadership and diversity, mentoring, and form a ministry development plan.

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 activities 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

### **The Cohort**

A cohort group was formed in March 2007 with this course module, continuing together through GSEM730 Field Research for Ministry. This special group will join the 2007 International Cohort for intensives GSEM747 and GSEM730 as a means of accelerating a process to join the 2007 NAD Leadership in April of 2008. They will merge with the 2007 Leadership Cohort for GSEM706 Spiritual and Theological Foundations for Ministry, GSEM 90 DMin Project Proposal, CHMN760 Advanced Leadership Competencies, and CHMN780 Leading and Managing the Church Organization. Cohort members will meet in groups (the three students in this special group will form a Peer Group unit) between intensives and pursue projects that advance their leadership competencies. On completion, the cohort members will have completed a leadership concentration in their DMin program.

See the Doctor of Ministry program planner for date and locations of future teaching intensives.

### **Course Requirements**

#### **I. PRE-INTENSIVE READING**

A reading report and journal is due the first day of the teaching intensive for the six required pre-session titles. The journal is an informal reflection of your thoughts on each chapter as you read the book. Reflection in this context suggests a cognitive and imaginative process. Examine what you read in the article/chapter 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 other than chapter separators, and will not be graded for grammar, writing quality, etc. The reading report is a simple statement that you have read the required books.

- a. Greenleaf. *Servant Leadership*. Mahwah, NJ: Paulist Press, 1977. 329 pages. (This is the

original work)

- b. Hagberg, Janet O., *Real Power*. Revised. Salem, WI: Sheffield, 1994. 266 pages.
- c. Kouzes, James & Barry Posner. *The Leadership Challenge*. Revised. San Francisco, CA: Jossey-Bass, 1995. 340 pages.
- d. Pollard, Leslie N. *Embracing Diversity*. Hagerstown, MD, Review and Herald, 2000. 190 pages.
- e. Rost, Joseph. *Leadership for the 21<sup>st</sup> Century*. Praeger: 1993. 220 pages.
- f. Wheatley, M. J. (1999). *Leadership and the New Science: Discovering Order in a Chaotic World* (2nd edition). San Francisco: Berrett-Koehler.

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

## II. THE INTENSIVE

- A. Punctual attendance is required for all classes. A maximum of 10% absence of total activities is allowed.
- B. Participation in class discussion, group activities, journaling, and compilation of notes is expected.
- C. Formation of a Ministry Development Plan will begin during the intensive.
- D. A cohort field experience will be planned for Saturday and Sunday.

## III. POST-INTENSIVE

A. READ AND JOURNAL: Journal and report the following three books in the same manner as for the pre-intensive books.

- a. Blackaby, Richard, and Henry T. Blackaby. *Spiritual Leadership: Moving People to God's Agenda*. Broadman & Holman Publishers, 2001. 305 pages.
- b. Cohen, Norman J. *Mentoring Adult Learners*. Malabar, FL: Krieger Publishing Company, 1995. 208 pages.
- c. Weems, Lovett H. *Leadership in the Wesleyan Spirit*, Abingdon Press, 1999. 148 pages.

B. MINISTRY DEVELOPMENT PLAN (MDP): A ministry development plan of 5 to 7 pages.

C. REFLECTIVE PAPER: A paper of at least 11 but no more than 20 pages will be required including these elements:

- a. Description of a specific ministry-embedded leadership challenge

- b. Application of leadership principles to that challenge
- c. Review of relevant leadership theory
- d. Research of leadership literature
- e. An account of your personal leadership experience as you approach the challenge
- f. Theological reflection. This paper is a preparation for your project proposal and the project proposal seminar.

NOTE: *The Andrews University Standards for Written Work, 9<sup>th</sup> Edition* (or more recent edition) will provide the standards for all written work.

D. PEER WORK GROUPS: Students will participate in a minimum of three work group sessions for peer support, reflection, and sharing of experience.

- a. A journal and attendance record of the group meetings will be required from a secretary for each group by April 1, 2008.
- b. The first group meeting must occur on or before November 21, 2007, and review all Ministry Development Plans from group participants.
- c. The second group meeting must occur on or before January 15, 2007, and review the work of each student on their paper.
- d. The third group meeting must occur on or before March 15, 2007, and review the case study done by each student.
- e. Groups may meet by phone conference, face-to-face, or via electronic conference.

E. PORTFOLIO: Each student will develop a plan and organization for a personal leadership portfolio that gives evidence of competency development. The completed portfolio is due at the end of the program and must give evidence of work-related application of the leadership principles and the administrative practices presented in the intensives. Remember that the portfolio will be prepared for submission and presentation at the completion of the program.

F. CASE STUDY: Each participant will select an effective community, business, education, or church leader, seek permission of that person to write a case study based on their experience, observe critical incident roles and behavior of the subject leader within the context of their leadership, sit for an interview of at least 35 minutes with the subject leader or an affiliate, interview a minimum of three persons who interact with the subject leader within their community, and write a 4 to 6 page case study documenting the observations, interviews, and describing specific incidents of behaviors relating to a minimum of three of the six leadership essentials.

#### IV. GRADING

Case Study points ..... 130

Reading Journals and Reports: 25 points each x 9 books	225
Ministry Development Plan points	120
Reflective Paper points	175
Portfolio Description points	50
Small Group Meetings (20x3)	60
Journal During Intensive points	40
Total points	800

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

Reading reports and reading journals for pre-intensive books are due the first session of the teaching intensive, October 2, 2007. If submitted late, the work will be discounted 10%. The remainder of the assignments is due December 13, 2007.

#### V. COURSE TIME PARAMETERS AND CALCULATIONS

The Doctor of Ministry program requires 60 hours of study for each semester credit. This course is six hours, so the entire course module is to require 360 hours.

The time is calculated as follows:

Ministry Development Plan	15 hours
Reading and Journaling (approximately 2,500 pages)	140 hours
Intensive	70 hours
Post-intensive Reflective Paper	80 hours
Peer Work Group Attendance and Journaling	18 hours
Portfolio Organization	5 hours
Case Study	32 hours
Total	360 hours

## VI. SPECIAL NEEDS

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

## VII. CHANGES TO COURSE REQUIREMENTS

Details of this course requirement document may be changed by the lead professor or program director at any time.

July, 2007