

SEVENTH-DAY
ADVENTIST
THEOLOGICAL SEMINARY

CHMN543
CHRISTIAN
LEADERSHIP IN A
CHANGING WORLD
Spring, 2019

Erlo Braun—DMin

Andrews University

CHMN543

CHRISTIAN LEADERSHIP IN A CHANGING WORLD

SPRING 2019

GENERAL CLASS INFORMATION

Class location: Southern Union
515 Harley Lester Lane—Apopka, FL 32703-6129
Class time/day: January 13-17 Sunday 6-9:00 pm Monday-Thursday 8am to 6pm (1-hour break at noon)
Credits offered: 03 credits

INSTRUCTOR CONTACT

Instructor: Erlo Braun—DMin
Telephone: +55 19 99953 3274
Email: erlo.braun@gmail.com; erlo.braun@ucb.org.br

COURSE DESCRIPTION

Explores biblical and theological principles of Christian leadership, organizational theory, and systems thinking applicable to the church. Seeks to install in students, servant leadership qualities. Additionally, it facilitates growth in administrative areas such as strategic planning, managing change, finance, Christian education, and conflict management." In addition, they will acquire insights on how to effectively plant churches in their ministerial context.

COURSE MATERIALS

Required:

1. Bell, Skip. (2014). *Servants and friends: a biblical theology of leadership*. Berrien Springs MI: Andrews University Press, 456 pages
2. Blanchard, Ken; Broadwell, Renee (2018). *Servant Leadership in Action: How You Can Achieve Great Relationships and Results*. New York: Berrett-Koheler Publishers, 288 pages
3. Blackaby, Henry; Blackaby, Richard. (2001). *Spiritual Leadership: Moving People on to God's Agenda*. Chicago: B&H Books, 305 pages.

Recommended:

4. 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, 272 pages.

5. Gordon, Jon. (2017). *The power of positive leadership*. Hoboken, New Jersey: John Wiley and Sons, Inc., 188 pages.
6. Friedman, E. H., M.M. Treadwell, et.al. (2007). *A failure of nerve: leadership in the age of the quick fix*. New York, Seabury Books, 260 pages.
7. Munck and Others. (2002). *Harvard Business Review on culture and change*. Boston: Harvard Business School Press.
8. Deutsch, M., Coleman, P. T., & Marcus, E. C. (2014). *The handbook of conflict resolution: Theory and practice* (3rd ed.). San Francisco, CA: John Wiley and Sons, 1272 pages. Parts 1, 3, and 6 are required reading, making about 475 pages.
9. Gerzon, Mark. (2006). *Leading Through Conflict: how successful leaders transform differences into opportunities*. Boston: Harvard Business School Press, 234 pages.

REVISION STATEMENT

The instructor reserves the right to revise the syllabus for the benefit of the learning process with appropriate notification to the students.

OUTCOMES /OBJETIVOS

Program Learning Outcomes (PO)

MA in Pastoral Ministry (MAPMin) English & Spanish Program Outcomes

1. Effectively delivers biblically-based sermons.
2. Demonstrates proper biblical interpretation skills.
3. Understands the historical–theological and missional development of the Adventist Church.
4. Trains church members for evangelism.
5. Empowers church members for leadership.
6. Is capable of reaching specific social groups.

Student Learning Outcomes (SLO). The student should be able to:

1. Biblically perspective of Leadership
2. Leadership in different contexts
3. Applying Servant Leadership

TOPICS AND ASSIGNMENTS

Month	Date	Class Topic	Assignments Due
January	11	Complete <i>30 hours of reading</i> from the Required and Recommended book list, above	January 11, 2018 <ul style="list-style-type: none"> • First day of class • Late reports—6 point deduction • Reading report should be posted in the LearningHub Friday, Jan. 11 before sundown
January	13	<ul style="list-style-type: none"> • General information about the course • Review of course requirements • Creation of small groups to foster collective learning during the course • (SLO 1) 	<i>Devotional.</i> Daily small group discussion and collaborative learning sessions on the subject
January	14	Biblical Foundations for Leadership <ul style="list-style-type: none"> • Leadership in the OT • Leadership in the Gospels • Leadership in the Apostolic Church • Biblical Characters of Leadership Leadership on the EGW's Writings <ul style="list-style-type: none"> • (SLO 2). 	<i>Devotional.</i> Daily small group discussion and collaborative learning sessions on the subject
January	15	Advanced Topics on Leadership—Part I <ul style="list-style-type: none"> • Empowering People • Change Management • Conflict Management • (SLO 3) 	<i>Devotional.</i> Daily small group discussion and collaborative learning sessions on the subject
January	16	Advanced Topics on Leadership—Part II <ul style="list-style-type: none"> • Mobilization • Authority vs. Power Leadership • Leading the New Generation • (SLO 4) 	<i>Devotional.</i> Daily small group discussion and collaborative learning sessions on the subject
January	17	Spiritual and Servant Leadership <ul style="list-style-type: none"> • Concepts of Spiritual Leadership • Spiritual Leadership & Life-Style • Concepts of Servant Leadership • Practicing Servant Leadership • (SLO 4) 	<i>Devotional.</i> Daily small group discussion and collaborative learning. Small group presentations based on collaborative learning during the week. Presentations are graded by peers from a 1-10 point scale. (10 points) of the final grade).

Abril	14	Final project	Final project is due today (April 14, 19). This day, students should post in the Learning Hub and electronic MSW 20-page final research paper before midnight to: erlo.braun@gmail.com ; erlo.braun@ucb.org.br
May	13		Late assignments receive no more than a B by midnight on this day (May 13, 2019).
June	13		Late assignments receive no more than a C by midnight this day (June 13, 2019).
July	7		172 days from the first day of class. Students who have not completed all intensive requirements by July 7, 2019 will receive a DN and will need to repeat the class.

GRADING AND ASSESSMENT

Credit-Hour Definitions

A professional 3-credit course taken at the Seventh-day Adventist Theological Seminary requires a total of 135 hours for course lectures, reading requirements and written assignments:

- Class lectures and guided studies: 45 hours
- Pre-intensive reading report: 30 hours
- Post-intensive project report: 60 hours
- **Total: 135 hours**

Criteria for Grades

- Pre-intensive reading report 30 Points
- Group presentation during the intensive program 10 points
- Post-intensive project report (20 pages) 60 Points
- **Total: 100 Points**

Reading Report Criteria (30 points)

- A total of 30 hours from the required and recommended list above—1 point per hour read—up to 30 hours. *This report is due the on **Friday January 11, 2019** before sundown. There is a **6-point deduction** for late submission of this report.*

Collaborative Learning Presentation (10 points)

- Course participants will be organized in small groups during the first day of class to discuss and research on a ministerial challenge or issue. Time will be allowed during the week for this task.
- The findings will be presented to peers using Power Point technology during the last day of class (**January, 16**).
- The presentation should take no more than **30 minutes** and the Power Point slides should be shared with all classmates.
- Each participant will grade group members with a 1-10 scale taking into account **a) Contents, b) organization of the material, and c) delivery.** The points will count towards the final grade of the course.

Research Project Report (60 points)

- Students will have 3 months after the beginning of the intensive to complete a **20-page** research project based on topics unveiled during the intensive.
- The report will have the following sections: **1) Title page. 2) Table of Contents. 3) Introduction. 4) Theoretical foundations about the topic**—content should be biblical and should integrate current literature on the subjects, a minimum of 15 authors from the past 10 years. **5) Description of the project**—including implementation plans or implementation narrative—if the project is implemented. **6) Conclusion.7) Reference list.**
- A detailed outline of the final research project should be prepared by students, during the intensive, and presented to the professor for approval.
- The project will be graded following the criteria of the “Rubric for Assessing Research Projects”—Below. The report should follow Andrews University Standards for Written Work.
- *This report is due on **April 14, 2019**.*

Passing Grades

Passing grades should be C or above, based on the following percentages:

A	=	95- 100%	B-	=	80-82%	D+	=	67-69%
A-	=	90 - 94%	C+	=	77-79%	D	=	60-66%
B+	=	87- 89%	C	=	73-76%	F	=	Less than 60%
B	=	83- 86%	C-	=	70-72%			

Assignment Submission

Assignments should be submitted in MSW files to the professor’s email (erlo@andrews.edu).

Late Submission Penalties

- Pre intensive—Due first day of class (6 points deduction)
- Post-Intensive project (See explanation of deductions under “Due Date” in the “Topics and Assignments” Table).

Rubric for Assessing Research Projects

Student _____

Criteria	(5) Exceptional	(4) Proficient	(3) Satisfactory	(2) Emerging	(1) Unsatisfactory
Title Page	Includes: 1) institution's name, 2) title, 3) name of the course, 4) course period, 5) name of the student, 6) date submitted, 7) follows AU Standards for Written work (AUSWW). Shows 0 errors	Misses 1 of the 7 components	Misses 2 of the 7 components	Misses 3 components	Misses more than 3 components
Introduction	The introduction is engaging, states the main topic and purpose of the paper, and previews the structure of the paper	Introduction states the main topic and purpose of the paper and previews its structure	States the main topic and purpose of the paper but does not adequately preview its structure	The introduction states the main topic but lacks a purpose and a preview of its structure	There is no clear introduction or main topic and the structure of the paper is missing
Content	Content is focused, ideas are well developed and transitions are used to enhance ideas. Each paragraph has thoughtful supporting sentences. Meets paper length requirements. Uses recently published sources and exceeds the use of sources and number of pages recommended	Content is focused. Good transitions. Paragraph development is present. Meets paper length requirements. Uses a minimum of 15 sources published in the past 10 years	Content is focused. Transitions are deficient. Paragraph development is present but not perfected. Meets paper length requirements	Content is not well focused. Transitions and paragraphs are weak. Does not meet paper length requirements	The paper is written and completely out of focus
Project Description	Project is described in detail. Protocols to be followed are presented. Specific aspects of the organization, implementation, and evaluation are offered. Meets paper length requirements	Project is well described. Some details regarding protocols, organization, implementation, and evaluation of the project are missing. Meets length	Project is satisfactorily described and meets paper length	Project is poorly described and does not meet number of pages.	The report misses entire sections of project description. Does not meet paper length.
Organization	Report provides a table of contents, and is organized using different subhead levels, following AUSWW. Subheadings are exceptionally well-worded and reflect upon the main subject. Exceeds all organizational specifications stated in the syllabus	Table of contents and subheading levels follow AUSWW Standards. Subtitles reflect upon the subject but wording need can be improved.	Paper provides a table of contents and is organized using different subheading level. However, do not follow AU standards of written work	Paper provides first level headings but headings do not clearly reflect upon the subject. No table of contents. Does not follow all specifications stated in the syllabus and AUSWW	Does not provide table of contents and is not divided under headings and subheadings. Does not follow organizational specifications stated in the syllabus and AUSWW

Format/Style	All text and reference following specification from AUSWW. Syntax and semantics are outstanding. Models language and style. No errors in errors in punctuation, spelling, and sentence formation	Follows consistently AUSWW with minor flaws. Syntax and semantics is very good. No major errors in style	Follows consistently all format AUSWW. Syntax and semantics are good. Few errors in style	Follows inconsistently some AUSWW. Syntax and semantics is poor	Does not follow AUSWW. Syntax and semantics are deficient
Conclusion	Conclusion is engaging and provides an outstanding overview of the project and personal reflections on projected implementation. Exceeds expectations	Conclusion restates the purpose, gives a good summary, and provides personal opinions about the outcome	Conclusion restates the purpose and satisfactorily summarizes results Lacks personal reflection on projected implementation	Conclusion attempts to summarize the trust of the project but is ambiguous. Lacks personal reflection	Conclusion fails to summarize and to express personal reflection on the project

CLASS POLICIES

Classroom Seating

In order to facilitate learning everyone's name please select a permanent seat until instructed otherwise.

Disability Accommodations

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

Class Attendance

"Regular attendance at all classes, laboratories and other academic appointments is required for each student. Faculty members are expected to keep regular attendance records. The syllabus notifies students of the attendance requirements. *AU Bulletin*

Teacher Tardiness

"Teachers have the responsibility of getting to class on time. If a teacher is detained and will be late, the teacher must send a message to the class with directions. If after 10 minutes no message has been received, students may leave without penalty. If teacher tardiness persists, students have the right to notify the department chair, or if the teacher is the department chair, to notify the dean". *AU Bulletin*

Class Absences

"Whenever the number of absences exceeds 20% (10% for graduate classes) of the total course appointments, the teacher may give 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.

Registered students are considered class members until they file a Change of Registration form in the Office of Academic records". *AU Bulletin*

Excused Absences

"Excuses for absences due to illness are granted by the teacher. Proof of illness is required. Residence hall students are required to see a nurse on the first day of any illness which interferes with class attendance. Non-residence hall students should show written verification of illness obtained from their own physician. Excuses for absences not due to illness are issued directly to the dean's office. Excused absences do not remove the student's responsibility to complete all requirements of a course. Class work is made up by permission of the teacher". *AU Bulletin*

Academic Integrity

"In harmony with the mission statement (p.18), Andrews University expects that students will demonstrate the ability to think clearly for themselves and exhibit personal and moral integrity in every sphere of life. Thus, students are expected to display honesty in all academic matters.

Academic dishonesty includes (but is not limited to) the following acts: falsifying official documents; plagiarizing, which includes copying others' published work, and/or failing to give credit properly to other authors and creators; misusing copyrighted material and/or violating licensing agreements (actions that may result in legal action in addition to disciplinary action taken by the University); using media from any source or medium, including the Internet (e.g., print, visual images, music) with the intent to mislead, deceive or

defraud; presenting another's work as one's own (e.g. placement exams, homework, assignments); using material during a quiz or examination other than those specifically 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 (e.g., falsifying attendance records, providing unauthorized course materials).

Andrews University takes seriously all acts of academic dishonesty. Such acts as described above are subject to incremental discipline for multiple offenses and severe penalties for some offenses. These acts are tracked in the office of the Provost. Repeated and/or flagrant offenses will be referred to the Committee for Academic Integrity for recommendations on further penalties. Consequences may include denial of admission, revocation of admission, warning from a teacher with or without formal documentation, warning from a chair or academic dean with formal documentation, receipt of a reduced or failing grade with or without notation of the reason on the transcript, 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

Departments or faculty members may publish additional, perhaps more stringent, penalties for academic dishonesty in specific programs or courses". *AU Bulletin*

Language and Grammar

There is an expectation that a student enrolled in a graduate program possesses advanced written language skills, particularly in the language in which the degree is acquired. Thus, no special consideration will be given to English as a second language learners or native-English speakers who have yet to obtain mastery in written English. Such students are advised to seek the assistance of the campus writing lab or procure the services of an editor prior to the submission of their assignments. *Tips for success* include reading your assignments aloud and having someone else do likewise prior to submission. This practice will provide you with immediate feedback on your written assignments.

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.

INSTRUCTOR PROFILE

Erlo Braun (DMin) is currently the President of the Central Conference in Sao Paulo, Brazil. During his doctoral project he planted 72 churches in Sao Paulo, one of the largest urban concentrations in the world. Since the completion of his doctoral degree, he has planted nearly 30 more churches in one of the rural communities of Sao Paulo.