Seventh-day Adventist
Theological Seminary
Andrews University

CHMN543 Christian Leadership in a Changing World
Fall 2020
Lake Union (Universidad de Andrews)

Erlo Braun (DMin)

CLASS & CONTACT INFORMATION

Class location:	Andrews University Campus—Berrien Springs, MI
Class meeting dates:	October 04-08,2020 Seminary Building S215
Class meeting times:	Sun—6-9:30 pm Mon-Thur—8am to 6pm
Course Website:	learninghub.andrews.edu
Instructor Tel.:	**+55 11 99976 8500**
Instructor Email	erlo.braun@gmail.com; erlo.braun@ucb.org.br
Office location:	
Office hours:	

BULLETIN DESCRIPTION OF COURSE

"Explores biblical and theological principles of Christian leadership, organizational theory, and systems thinking applicable to the church. 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

This degree program seeks to help you achieve the **Program Learning Outcomes** basic to your chosen profession. The Learning Outcome primarily addressed in MAPM Program are:
1. Deliver effective biblically-based sermons.
2. Demonstrate proper biblical interpretation skills.
3. Understand the historical-theological development of the Adventist Church.
4. Capable of training church members for evangelism.
5. Demonstrate an understanding of how to empower church members for leadership.
6. Capable of reaching specific social groups.

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**:
5— Empowers church members for leadership.

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

Prerequisites:

1. Reading report—500 pages (30 hours minimum) from the books listed below. Submit a three-page evaluation of the material read indicating the number of hours and pages read from the required reading. The report should be submitted electronically on the LearningHub and to the professor's email in an MSWord document by the *first day of class*.
2. *Late submission penalties*. Pre-intensive assignments are due the first day of class (**October 4, 2020**). Late submissions of these assignments are penalized with a 5 point deduction, each.

During the intensive:
- 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 (October 08).
- 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

Post-Intensive Requirements

1. 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.
2. 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 sources 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.
3. A detailed outline of the final research project should be prepared by students, during the intensive, and presented to the professor for approval.
4. 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.
5. This report is due on January 04, 2021.

6. Late submission of this assignment is penalized with a 10-point deduction.

Required Reading:

- Allen, David (2018). *Getting Things Done*. New York, NY. Penguin Books. 311 pages

- Bell, Skip. (2014). S*ervants and friends: a biblical theology of leadership*. Berrien Springs MI: Andrews University Press, 456 pages

- Blackaby, Henry; Blackaby, Richard. (2001). *Spiritual Leadership: Moving People on to God's Agenda.* Chicago: B&H Books, 305 pages.

Recommended:

4. Blanchard, Ken; Broadwell, Renee (2018). *Servant Leadership in Action: How You Can Achieve Great Relationships and Results.* New York: Berrett-Koheler Publishers, 288 pages

5. 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.

6. Gerzon, Mark. (2006). Leading Through Conflict: how successful leaders transform differences into opportunities. Boston: Harvard Business School Press, 234 pages.

7. Lopes, Derson. (2015) *Project Management for All.* Kindle Edition. 131 pages.

8. Malphus, Aubrey. (2002). *Advanced Strategic Planning*: A new model for church ministry. Baker Book House. 280 pages

9. Mcchesney, C.; Covey, S.; Huling, J. *The 4 Disciplines Of Execution*: Achieving Your Wildly Important Goals. [S.L]:Free Press, 2012. 350 pages

10. Munck and Others. (2002). Harvard Business Review on culture and change. Boston: Harvard Business School Press.

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

COURSE OVERVIEW

Course topics and assignments have been selected to contribute to learning and evaluating these Course Learning Outcomes (CLOs) as follows:

Program Learning Outcomes (PO):

1. Trains church members for evangelism.
2. Empowers church members for leadership.

3. Is capable of reaching specific social groups.

Student Learning Outcomes (SLO) The student:

1. Biblically perspective of Leadership
2. To lead in different contexts
3. Planning their activities and get things done on ministry
4. Challenging church to grow.
5. Applying Servant Leadership

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6. Biblically perspective of Leadership
7. To lead in different contexts
8. Planning their activities and get things done on ministry
9. Challenging church to grow.
10. Applying Servant Leadership

Month	Date	Class Topic	Assignments Due
Abr. to Set. 2020		Complete *30 hours of reading* from the Required and Recommended book list, above	*Oct 04, 2020* • First day of class before midnight by learninghub • Late reports—6 point deduction.
Oct	04	• General information about the course • Review of course requirements • Creation of small groups to foster collective learning during the course	*Devotional*. Daily small group discussion and collaborative learning sessions on the subject

		• **(SLO 1)**	
Oct	05	**Missional Leadership & Productivity** • Missional Leadership • Productivity at Ministry • **(SLO 2)**.	*Devotional*. Daily small group discussion and collaborative learning sessions on the subject
Oct	06	**Church Planning** • Church Planning • Execution and Accountability Systems • Empowering People • Change Management • **(SLO 3)**	*Devotional*. Daily small group discussion and collaborative learning sessions on the subject
Oct	07	**Church Mobilization** • Mobilization • Authority vs. Power Leadership • Leading New Generation • **(SLO 4)**	*Devotional*. Daily small group discussion and collaborative learning sessions on the subject
Oct	08	**Spiritual and Servant Leadership** • Concepts of Spiritual Leadership • Spiritual Leadership Life-Style • Concepts of Servant Leadership • Practicing Servant Leadership • **(SLO 5)**	*Devotional*. 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).
Jan	04		**Final project is due today (Jan 04, 20 1)**. Email an electronic MSW 20-page final research paper before midnight to: learninghub system erlo.braun@gmail.com; erlo.braun@ucb.org.br
Feb	04		Late assignments receive no more than a **B** by midnight on this day (**Feb 04, 2021**).
March 04/2021	04		Late assignments receive no more than a **C** by midnight this day (**March 04, 2021**).

Abril 01/2021	01		*172 days from the first day of class*. Students who have not completed all intensive requirements by **Abril 01, 2021** Will receive an **F** and will need to repeat the class.

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.

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:

		Professional Masters' Programs	
		2 Credits	3 Credits
Instructor Contact Hours	**Face to Face Instructional Time**		**45** hrs
Independent Learning Activities	**Name of Assignment #1** **Pre-Intensive Reading**		**30** hrs
	Name of Assignment #2 **20-page project/paper**		**60** hrs

Total Hours:			**135 hrs**

US Credit-Hour Regulations

For every semester credit, the Andrews University credit hour definition requires that:

- **Courses for academic masters' (e.g. MAPM]) degree** include 15 instructor contact hours, and 45 hours of independent learning activities per credit.

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.

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Instructor Contact Hours	**Face to Face Instructional Time**		**45** hrs
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Total Hours:			**135**

		hrs

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
Pre-Intensive reading report. **30 hours** from the required books above—Report due **March 20, 2020** before sundown—two days prior to the beginning of the intensive. The report consists of one page with the following information: 1) Name of the student, **2)** number of hours read, and **3)** Author and titles of books from which the student invested her/his 30 reading hours—two books minimum.	**30** points
Small-group presentation during the last day of classes. The professor will grade the 30-minute presentation based on **1)** content, **2)** investigation, and **3)** quality of the PP slides.	**10** points
Final paper/project—20 pages. The topic for the project must deal with issues associated to the contents of the course and must be approved by the professor. Student must select and submit to the professor an outline of the project during the intensive. **Final project is due today (June 22, 2020)**. By midnight • The paper/project will need the following sections**: 1)** Title page. **2)** Table of Contents. **3)** Introduction**. 4)** *Chapter 1—Biblical and theological foundations for church growth or mobilizing church members*—include EGW writings. *5) Chapter 2—Church growth or equipping member in current literature*—minimum of 20 authors—EGW counts as one author. *6) Chapter 3—Practical insights for church growth or mobilizing church members for ministry*. *7)* Conclusion. **8)** Bibliography—Only sources used for the research. • This report should follow *AU Standards for Written work*: (http://www.andrews.edu/GRAD/style.html). • This project must be submitted by *June 22, 2020* and will be graded according to the rubric that appears at the end of this syllabus. • Late submission will be penalized based on the stipulations indicated in the previous table. • **Note**: The final report must be submitted through our Learning Hub in *ONE MSW file*.	**60** points
Total points	**100** points

 Note. 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.

Submission of Assignments
Assignments are to be turned in on Learning Hub before the dates indicated in the Course Overview--Above.

Late Submissions
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%--for this course, see penalties posted on the *Course Overview Table*. Any requests for extra time on an assignment must be made in advance with the professor. Such requests should be a rarity and should be accompanied by a valid reason why the work could not be done by the date due.

ABOUT YOUR INSTRUCTOR

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. He served as The Kings Herald Quartet (Brazilian Version) singer, Treasure President at The Voice of Prophecy, Church Pastor, Secretary and President at Sao Paulo East Conference.

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

No recording or streaming is permitted in seminary courses.

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, 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 Learning Hub.

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 .

APPENDIX 1: INTERPRETING LETTER GRADES

Letter Grades and Percentages

95-100%	**A**	80-84%	**B**	65-69%	**C**
90-94%	**A-**	75-79%	**B-**	60-64%	**C-**
85-89%	**B+**	70-74%	**C+**	55-59%	**D**
				58-Below	**F**

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 or when the final assignment is not submitted within the dates indicated in the Course Overview Table.

Rubric for Assessing Project Plans

Student _____

Criteria	(5) Exceptional	(4) Proficient	(3) Satisfactory	(2) Emerging	(1) Unsatisfactory	Score
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). Has no 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	
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 the 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 reflects upon the subject, but wording can be improved.	Paper provides a table of contents and is organized using different subheading level. However, does 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 a 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 texts and references follow specifications from AUSWW. Syntax and semantics are outstanding. Models language and style. No errors in punctuation, spelling, and sentence formation	Consistently follows AUSWW with minor flaws. Syntax and semantics are very good. No major errors in style	Consistently follows all AUSWW format. Syntax and semantics are good. Few errors in style	Inconsistently follows some AUSWW. Syntax and semantics are 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 thrust of the project, but is ambiguous. Lacks personal reflection | Conclusion fails to summarize and to express personal reflection on the project | |