

CHMN543-001

CHRISTIAN LEADERSHIP IN A
CHANGING WORLD

Spring Semester 2019

Instructor: David Penno, PhD



Andrews
University
Seek. Affirm. Change.

Andrews University

CHMN543-001
CHRISTIAN LEADERSHIP IN A CHANGING WORLD
SPRING 2019
Master of Divinity

GENERAL CLASS INFORMATION

Class location: Seminary S120
Class time/day: 9:30-11:20 am, Tuesday
Credits offered: 2

INSTRUCTOR CONTACT DETAILS

Instructor: David Penno, PhD
Telephone:
Email:
Office location:
Office Hours: 8:00 am to 5:30 pm M-Th, 8:00 am to 12:00 pm F

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 student's servant leadership qualities. Additionally, it facilitates growth in administrative areas such as strategic planning, managing change, finance, Christian education, and conflict management.

OUTCOMES

MDiv Program Learning Outcomes (PLO) for CHMN543:

The student should be able to:

1. Bible Study-practice regular Bible study and deep reflection upon it.
2. Biblical and Theological Reflection-engage in biblical and theological reflection as the basis for ministry.

3. Pastoral Care-apply the principles of pastoral care to all aspects of ministry.
4. Mission and Ministry-organize, equip and mobilize congregations effectively for mission and ministry.

CHMN543 Student Learning Outcomes (SLO)

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.

REVISION STATEMENT

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

COURSE MATERIALS

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

Required Reading:

1. Bell, S. (Ed.). (2014). *Servants & friends: A biblical theology of leadership*. Berrien Springs, MI: Andrews University Press. (**Read the Forward, Preface, Introduction, Section Four, and one chapter of your choice from each of Sections One, Two, and Three**)
2. Blackaby, H. T., & Blackaby, R. (2011). *Spiritual leadership: Moving people on to God's agenda* (Rev. & expanded ed.). Nashville, TN: B & H.

Recommended:

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. Kouzes, J. M., & Posner, B. Z. (2007). *The leadership challenge* (4th ed.). San Francisco, CA: Jossey-Bass.
13. Lencioni, P. (2002). *The five dysfunctions of a team: A leadership fable*. San Francisco, CA: Jossey-Bass.
14. Lencioni, P. (2016). *The ideal team player: How to recognize and cultivate the three essential virtues*. Hoboken, NJ: Jossey-Bass.
15. Rodin, R. S. (2010). *The steward leader: Transforming people, organizations and communities*. Downers Grove, IL: IVP Academic.
16. Rost, J. C. (1993). *Leadership for the twenty-first century*. Westport, CT: Praeger.
17. Smith, F. (1998). *The book of learning and forgetting*. New York, NY: Teachers College Press.
18. Stanley, P. D., & Clinton, J. R. (1992). *Connecting: Finding mentors you need to be successful in life*. Colorado Springs, CO: NavPress.
19. White, E. G. (1985). *Christian leadership*. Silver Spring, MD: Ellen G. White Estate.

TOPICS AND ASSIGNMENTS

Day	Date	Class Topic	Assignments Due
1	Jan 8	Introduction and Orientation Definition of Leadership Theology of Leadership E. G. White on Leadership	Create Work Teams for Case Study (6 per Team) (PLO 1, 2)
2	Jan 15	L'dship Philosophy: Servant L'dship L'dship Theory: Transformational L'dship	(SLO 1, 2)
3	Jan 22	Philosophy, Science, & Leadership	1st Work Team Meeting Report Due (PLO 2; SLO 5)
4	Jan 29	Integrity & Ethics (Sanou)	(SLO 5)
5	Feb 5	Svstems Theory	2nd Work Team Meeting Report Due (PLO 4; SLO 4)
6	Feb 12	Organizational Structure & Authority in the Church The Use of Power	Affirmation of Reading Blackaby Due (PLO 2, 4; SLO 2, 5)
7	Feb 19	Leading Adaptive Change Courage & Risk	(SLO 2)
8	Feb 26	Strategic Planning	1st Draft of Case Study Due (PLO 4; SLO 2, 3)
9	Mar 6	Ministry Teams (Five Dysfunctions) Leading Committees	(PLO 4; SLO 2, 3)
10	Mar 13	Shared Vision Empowering Others	Affirmation of Reading Bell Due (PLO 4; SLO 2, 3)
11	Mar 27	Time Management	(SLO 4)
12	Apr 2	Leading in a Multi-cultural Setting	3rd Work Team Meeting Report Due (SLO 3)
13	Apr 9	Managing Conflict	(SLO 6)
14	Apr 16	Financial Leadership (Moore)	(PLO 2, 4; SLO 4)
15	Apr 23	Ministering from Overflow Abundance Mentality/Motivation	Final Case Study Due (PLO 2, 4; SLO 5)

Percentage for Letter Grades

A: 96-100	B+: 90-92	B-:82-84	C: 75-78	D: 65-71
A-: 93-95	B: 85-89	C+: 79-81	C-: 72-74	F: < 65

Course Points per Assignment:

- Reading the Two Required Textbooks (200 pts/20%)
- Three Work Team Meetings & Reports (33.33 pts each/10%)
- 1st Draft of Case Study Report (150 pts/15%)
- Final Case Study Report (250 pts/25%)
- **Theology/Science Surveys (50 pts each/10%)**
- Attendance (200 pts/20%)

Total Points = 1,000

1. **Work Team Meetings and Reports:** each student will join five others in the class to form a six-person work team. Each team will be centered on the case study assignment. The team will meet at least three times during the semester for one hour each session, to work on the case study assignment. A report from each team will be uploaded in Learning Hub to report the time, date, and duration of each meeting, and who was present (one report per team per meeting).
2. **Reading affirmation:** affirm in the Checklist in Learning Hub that you have read the two required textbooks.
3. **Case Study:** With your work team, produce a *Leadership Case Study* of an actual religious organization and one of its leaders with whom you are acquainted. Use fictional names for the leader and organization. The case study report is to be five to seven pages, double-spaced. Use a font of Times New Roman, 12 point. Make sure you have page numbers, centered at the bottom. Follow the formatting required in *Andrews University Standards for Written Works*, and use APA style for citations and references. The case study is graded on basis of rubric on page 8. Only one first draft and one final report per team is turned in. The grade will be shared with your team members.

The leadership case study should include the following (**See the rubric on page 8**):

- a. A **title page** that includes the title of the case study, the name of the class, and the name of each team member.
- b. An **introduction** to the case study that includes a description of how the data were collected, and what types of sources of data (i.e., persons who work with the leader, organizational publications, a survey of members of the organization, etc.).

- c. A brief **description** of the organization. (1/2 page)
- (1) The general identity (size, type, style) and context (location, social setting, cultural environment) of the organization
 - (2) The history of the organization
 - (3) The vision and mission of the organization
 - (4) The success of the organization in accomplishing its mission
 - (5) Major changes in the organization
- d. A **description** of the leader (self-identified and as described by others). (1/2 page)
- (1) The leader's cultural background
 - (2) The leader's experience as a leader
 - (3) The leader's expression of the fruit of the Spirit
 - (4) The leader's spiritual gifts
- e. **Theological dimensions** (1 page)
- (1) Does the leader espouse servant leadership?
 - (2) Does the leader use domination and coercion?
 - (3) Does the leader empower others in the organization?
 - (4) Are position and personal prestige important to the leader?
- f. Your **analysis** of the leadership dynamics in the case. (2 pages)
- (1) How do others in the organization perceive the leader (integrity/character)?
 - (2) Analyze the leader according to servant leadership, transformational leadership, and spiritual leadership, as defined in class
 - (3) What is the decision-making process in the organization?
 - (4) Does the leader work more as a true leader or a manager of the organization?
- g. Your **evaluation** of your experience as a participant or observer in the case. (2 pages)
- (1) What would you do the same?
 - (2) What would you do differently?
 - (3) What additional knowledge or skills would you need in order to serve as a leader in this organization?
- h. Your **learning** from this experience. (1 page)
- (1) Describe the leadership lessons that you gained from this study
 - (2) How would you apply these lesson to your future ministry?
- i. **Note:** Case Study rubric (p. 8) will be used to determine grade for this assignment.

Rubric for Assessing the CHMN543 Case Study

	Excellent (9-10)	Satisfactory (6-8)	Emerging (3-5)	Unacceptable (0-2)	Score
Introductory material (20%)	The introduction provides a well-developed context for the project. The significance of central questions is illustrated by references to course materials.	The introduction provides an adequate context for the project. The purpose is identified through reference to one or more central questions.	The introduction is present. Identification of the purpose and central questions is sketchy.	There is no introduction. The purpose is not identified.	
Descriptions of the setting and data collection process (20%)	The narrative contains well-developed descriptions of the setting and the data collection process (which is built upon concepts from current research, theory, and course materials).	The narrative contains adequate descriptions of the case study setting and the data collection process.	The narrative contains an adequate description of the setting, but an incomplete description of the data collection process.	The narrative contains an incomplete or vague description of the setting, and no description of the data collection process.	
Record of observations (20%)	The narrative contains observations from multiple sources, includes qualitative and quantitative data, and makes references to models of appropriate practice that are supported by current research and theory.	The narrative contains observations from multiple sources or includes qualitative and quantitative data.	The narrative contains observations from at least two sources.	The narrative contains observations from only one perspective, or of a single type of data.	
Discussion, logic, and conclusions (L'ship Theology, Theory, etc.) (20%)	The discussion seems complete. Conclusions are logical; they address the central questions, suggest possible strategies for addressing weaknesses, and are tied to the course work	The discussion seems complete. Conclusions are logical and address the central questions.	The discussion is adequate, but conclusions- if present—do not match the central questions.	. The discussion is incomplete or illogical, and conclusions are missing or unrelated to the central questions.	
Presentation's clarity and style (20%)	All of the following are true: <ul style="list-style-type: none"> •The project contains no serious errors in grammar, spelling or mechanics. •The page layout facilitates understanding of the narrative. " •Navigation between sections is clear. •APA style is used for in text and bibliographical references to external resources. •AU Standards are used throughout the paper. 	One (1) of the following is true: <ul style="list-style-type: none"> •The project contains multiple or serious errors in grammar, spelling or mechanics. •The page layout is cluttered. Navigation between sections is unclear. •APA style is not used for in-text and bibliographical references to external resources. 	Two (2) of the following are true: <ul style="list-style-type: none"> •The project contains multiple errors in grammar, spelling or mechanics. •The page layout is cluttered. Navigation between sections is unclear. •APA style is not used for in-text and bibliographical references to external resources. 	At least three (3) of the following are true: <ul style="list-style-type: none"> •The project contains multiple errors in grammar, spelling or mechanics. •The page layout is cluttered. Navigation between sections is unclear. •APA style is not used for in-text and bibliographical references to external resources. 	

Reference:

Adapted from:

Using Rubrics to Grade Student Performance

Dawn M. Zimmaro, Ph.D.

Center for Teaching and Learning

Telephone:

Web: www.utexas.edu/academic/ctl

Location: Bridgeway Building, 2616 Wichita Street, Address: P.O. Box 7246, Austin, TX 78713-7246

CLASS POLICIES

AU Standards for Written Work

All papers submitted for this class must conform to *AU Standards for Written Work, 13th edition*. 20% will be deducted from the total possible points if cover page, title, sub-headings, page numbering, citations, bibliography, reference lists, abbreviations of scripture references and margins do not comply. http://www.andrews.edu/sem/dmin/project/writing_assistance/

Classroom Seating

To facilitate the instructor in learning each student's name, please select a permanent seat in the classroom.

Disability Accommodations

If you qualify for accommodations under the American Disabilities Act, please see the instructor as soon as possible for referral and assistance in arranging such accommodations.

Emergency Protocols

Andrews University takes the safety of its students seriously. Signs identifying emergency protocol are posted throughout the 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.

Computer use in class is for taking notes. The professor reserves the right to discontinue the use of computers during class lectures if inappropriate use is noted.

Food is not allowed in the classroom by seminary policy.

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. Whenever the number of absences exceeds 10% 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.”

Andrews University Bulletin

Academic Integrity

Andrews University takes seriously all acts of academic dishonesty. Academic dishonesty includes (but is not limited to) falsifying official documents; plagiarizing; misusing copyrighted material; violating licensing agreements; using media from any source to mislead, deceive or defraud; presenting another's work as one's own; using materials during a quiz or examination other than those specifically allowed; stealing, accepting or studying from stolen examination materials; copying from another student; or falsifying attendance records. For more details see the Andrews University Bulletin.

“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.”

Andrews University Bulletin

INSTRUCTOR PROFILE

I am an Associate Professor of Christian Ministry, and currently serve the Doctor of Ministry program here at the seminary as the Project Coach. My duties include helping students develop their project proposal and write their project document with the correct writing quality, formatting, and style. I also manage and train the advisors and second readers, and teach doctoral and master's level classes.



My pastoral experience includes 13 years with the Iowa-Missouri Conference and 12 years with the Georgia-Cumberland Conference. I also served as the evangelism coordinator in Georgia-Cumberland for 5 years.

In 2009 I graduated from Andrews University with a PhD in Leadership. My research has centered on leadership in multi-ethnic and multi-cultural settings. With the continued globalization of the world, leaders both within and without the church must learn to serve competently groups and organizations that are more and more composed of people from a variety of backgrounds.

Family is very important to me. My wife Nancy and I have two sons, Matthew and Eric, two daughters-in-law, Heather and Melody, and two granddaughters, Chrissy and Judith, and one grandson, Bentley. My hobbies include backpacking and wilderness exploration, traveling, learning languages, and the study of history, particularly the Second World War.

I enjoy teaching, and feel called by God to equip leaders in the church to serve God's people out of a secure saving relationship with Jesus, a clear understanding of God's Word, and in the context of the fruit and gifts of the Holy Spirit and a servant's heart.

CLASS BIBLIOGRAPHY

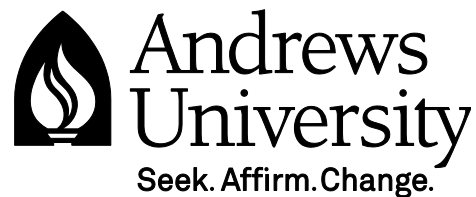
- Anderson, K., & Reese, R. (1999). *Spiritual mentoring: A guide for seeking and giving direction*. Downers Grove, IL: Intervarsity Press.
- Blanchard, K., Carlos, J. P., & Randolph, A. (1998). *Empowerment takes more than a minute*. San Francisco, CA: Berrett-Koehler.
- Burns, J. M. (1978). *Leadership*. New York, NY: Harper and Row.
- Conger, J. A., Spreitzer, G. M., & Lawler, E. E. I. (Eds.). (1999). *The leader's change handbook: An essential guide to setting direction and taking action*. San Francisco, CA: Jossey-Bass.
- Drath, W. (2001). *The deep blue sea: Rethinking the source of leadership*. San Francisco, CA: Jossey-Bass.
- Gardner, H., & Laskin, E. (1995). *Leading minds: An anatomy of leadership*. New York, NY: Basic Books.
- Gladwell, M. (2000). *The tipping point: How little things can make a big difference*. Boston, MA: Little, Brown and Company.
- Goleman, D. (2006). *Emotional intelligence: Why it can matter more than IQ* (10th anniversary ed.). New York, NY: Bantam.
- Guder, D. L., & Barrett, L. (1998). *Missional church: A vision for the sending of the church in North America*. Grand Rapids, MI: W.B. Eerdmans.

- Guinness, O. (2003). *The call: Finding and fulfilling the central purpose of your life*. Nashville, TN: W Publishing Group (Thomas Nelson).
- Moxley, R. S. (1999). *Leadership and spirit: Breathing new vitality and energy into individuals and organizations*. San Francisco, CA: Jossey-Bass.
- Nouwen, H. (1989). *In the name of Jesus: Reflections on Christian leadership*. New York, NY: Crossroad.
- Pearce, C. L., & Conger, J. A. (Eds.). (2003). *Shared leadership: Reframing the hows and whys of leadership*. Thousand Oaks, CA: Sage.
- Pollard, L. (Ed.). (2000). *Embracing diversity: How to understand and reach people of all cultures*. Hagerstown, MD: Review and Herald.
- Quinn, R. E. (1996). *Deep change: Discovering the leader within*. San Francisco, CA: Jossey-Bass.
- Scott, S. (2004). *Fierce conversations: Achieving success at work & in life, one conversation at a time*. New York, NY: Berkley Books.
- Senge, P. (1994). *The fifth discipline: The art and practice of the learning organization*. New York, NY: Currency.
- Sire, J. W. (1990). *Discipleship of the mind: Learning to love God in the ways we think*. Downers Grove, IL: Intervarsity Press.
- Sire, J. W. (2009). *The universe next door: A basic worldview catalog* (5th ed.). Downers Grove, IL: InterVarsity Press.
- Stanley, P. D., & Clinton, J. R. (1992). *Connecting: Finding mentors you need to be successful in life*. Colorado Springs, CO: NavPress.
- 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, NY: Anchor Books.
- Tropman, J. E. (1996). *Making meetings work: Achieving high quality group decisions*. Thousand Oaks, CA: Sage.
- Vroom, V. H. (1995). *Work and motivation*. San Francisco, CA: Jossey-Bass.
- Weisbord, M. R., & Janoff, S. (2007). *Don't just do something, stand there!: Ten principles for leading meetings that matter* (1st ed.). San Francisco, CA: Berrett-Koehler.
- Yukl, G. A. (2010). *Leadership in organizations* (7th ed.). Upper Saddle River, NJ: Prentice Hall.

CHMN543
CHRISTIAN LEADERSHIP IN
A CHANGING WORLD

May 19-23, 2019

Instructor: David Penno, PhD



Andrews University

CHMN543
CHRISTIAN LEADERSHIP IN A CHANGING WORLD
MAY 19-23, 2019
SUMMER SEMESTER 2019
MA in Pastoral Ministry

GENERAL CLASS INFORMATION

Class acronym: CHMN543
Class name: Christian Leadership in a Changing World
Semester & year: Summer 2019
Class location: Whirlpool Room, Chan Shun Hall, Andrews University
Class time/day: 1:00-6:00pm Sunday; 8:00 am-12:00pm, 1:00-5:00pm Monday-Thursday
Credits offered: 3

INSTRUCTOR CONTACT DETAILS

Instructor: David Penno, PhD
Telephone:
Email:
Office location: Seminary Hall S207
Office Hours: By Appointment
Course Webpage: <http://learninghub.andrews.edu>

BULLETIN CLASS 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 the servant leadership qualities. Additionally, it facilitates growth in administrative areas such as strategic planning, managing change, finance, and conflict management.

SYLLABUS REVISION STATEMENT

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

SEVENTH-DAY ADVENTIST THEOLOGICAL SEMINARY

PROGRAM AND COURSE OUTCOMES

CHMN543 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. 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.

CHMN543 Student Learning Outcomes (SLO)

The student should be able to:

1. Demonstrate advanced understanding of the biblical and theological principles of Christian leadership.
2. Apply leadership and organizational 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. Create a narrative that reflects the character of Christ and exemplifies personal integrity and professional ethics.
6. Generate a creative working model of the reconciling ministry of Christ as a peacemaker.

COURSE MATERIALS

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

Pre-intensive Required Reading:

1. Blackaby, H. T., & Blackaby, R. (2011). *Spiritual leadership: Moving people on to God's agenda* (Rev. & exp. ed.). Nashville, TN: B & H Publishing Group. **418 pp.**
2. Bell, S. (Ed.). (2014). *Servants and friends: A theology of leadership*. Berrien Springs, MI: Andrews University Press. **200 of 435 pages (must include pp. 341-393).**
3. 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. **383 pp.**

Recommended:

1. Branson, M. L., & Martínez, J. F. (2011). *Churches, cultures, and leadership: A practical theology of congregations and ethnicities*. Downers Grove, IL: IVP Academic.
2. Clinton, J. R. (1988). *The Making of a leader: Recognizing the lessons and stages of leadership development*. Colorado Springs, CO: NavPress.

3. Conger, J. A., Spreitzer, G. M., & Lawler, E. E. I. (Eds.). (1999). *The leader's change handbook: An essential guide to setting direction and taking action*. San Francisco, CA: Jossey-Bass.
4. Cosgrove, C. H., & Hatfield, D. D. (1994). *Church conflict: The hidden system behind the fights*. Nashville, TN: Abingdon.
5. Duarte, D. L., & Snyder, N. T. (2001). *Mastering virtual teams: Strategies, tools, and techniques that succeed* (2nd ed.). San Francisco, CA: Jossey-Bass.
6. Elmer, D. (2006). *Cross-cultural servanthood: Serving the world in Christlike humility*. Downers Grove, IL: IVP Books.
7. Friedman, E. H. (1985). *Generation to generation: Family process in church and synagogue*. New York, NY: Guilford Press.
8. 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.
9. Fryling, R. (2010). *The leadership ellipse: Shaping how we lead by who we are*. Downers Grove, IL: IVP Books.
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12. Hagberg, J. O. (2003). *Real power: Stages of personal power in organizations* (3rd ed.). Salem, WI: Sheffield.
13. Heifetz, R. A., Grashow, A., Linsky, M. (2009). *The practice of adaptive leadership: Tools and tactics for changing your organization and the world*. Boston, MA: Harvard Business Press.
14. Hirsch, A. (2006). *The forgotten way: Reactivating the missional church*. Grand Rapids, MI: Brazos Press.
15. Kouzes, J. M., & Posner, B. Z. (2007). *The leadership challenge* (4th ed.). San Francisco, CA: Jossey-Bass.
16. Rost, J. C. (1993). *Leadership for the twenty-first century*. Westport, CT: Praeger.
17. Smith, F. (1998). *The book of learning and forgetting*. New York, NY: Teachers College Press.
18. Stanley, P. D., & Clinton, J. R. (1992). *Connecting: Finding mentors you need to be successful in life*. Colorado Springs, CO: NavPress.
19. Wheatley, M. J. (2006). *Leadership and the new science: Discovering order in a chaotic world* (3rd ed.). San Francisco, CA: Berrett-Koehler.
20. Whitworth, L., Kimsey-House, K., Kimsey-House, H., & Sandahl, P. (2007). *Co-active coaching: New skills for coaching people toward success in work and, life* (2nd ed.). Mountain View, CA: Davies-Black.
21. White, E. G. (1985). *Christian leadership*. Silver Spring, MD: Ellen G. White Estate.

PRE-INTENSIVE REQUIREMENTS

1. **Pre-intensive Reflective Reading Discussions:** Do the required reading for all texts and participate substantially in the Learning Hub FORUM book discussions on or by **May 15, 2019**. These postings will be graded for quality and quantity of content related to the book, and reflective writing that considers the impact on you personally and professionally. Submit postings until the cumulative points total 50 for each book. Points are awarded for primary or response statements to postings by your fellow participants..

Blackaby, H. T., & Blackaby, R. (2011). *Spiritual leadership: Moving people on to God's agenda* (Rev. & expanded ed.). Nashville, TN: B & H. **418 pages**.

Bell, S. ed. (2014). *Servants and friends: A theology of leadership*. Berrien Springs, MI: Andrews University Press. **200** of 453 **pages (must include pp. 341-393)**.

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. **383 pages**.

REQUIREMENTS DURING COURSE INTENSIVE

Final Exam: An exam will be written as an assessment of your overall grasp of leadership theory and practice in the context of organizing and mobilizing the church. The exam will provide topic options within the framework of a leadership model consistent with the teachings of Jesus. **The final exam will be administered May 23, 2019.**

POST-INTENSIVE COURSE REQUIREMENTS

1. **Post-intensive Book Review:** Choose a leadership related book published in 2017 or later. Read it and write a 750-1,000 word review for consideration of publication. The review should conform to the standard established in the Rubric on page 12. Format as per the Sample Book Review posted on Learning Hub and include a professional byline. Dr. Penno must approve the book to avoid duplication with another student or a previously published review. Rubric on page 12. **Due July 01, 2019.**
2. **Case Study:** Produce a six page *Leadership Case Study* of an actual religious organization and one of its leaders with whom you are acquainted. Use fictional names for the leader and organization. The case study report is to be six pages, double-spaced. Use a font of Times New Roman, 12 point. Make sure you have page numbers, centered at the bottom. Follow the formatting required in *Andrews University Standards for Written Works*, and use APA style for

citations and references. The case study is graded on basis of rubric on page 11. The case study must include 10 citations of sources from the last five years must be used in the theological and analysis sections (10 in total), with a Reference List at the end of the document. **Due August 01, 2019.**

The leadership case study should include the following (**See the rubric on page 11**):

- a. A **title page** that includes the title of the case study, the name of the class, and the name of each team member.
- b. An **introduction** to the case study that includes a description of how the data were collected, and what types of sources of data (i.e., persons who work with the leader, organizational publications, a survey of members of the organization, etc.). (1/2 page)
- c. A brief **description** of the organization. (1/2 page)
 - (1) The general identity (size, type, style) and context (location, social setting, cultural environment) of the organization
 - (2) The history of the organization
 - (3) The vision and mission of the organization
 - (4) The success of the organization in accomplishing its mission
 - (5) Major changes in the organization
- d. A **description** of the leader (self-identified and as described by others). (1/2 page)
 - (1) The leader's cultural background
 - (2) The leader's experience as a leader
 - (3) The leader's expression of the fruit of the Spirit
 - (4) The leader's spiritual gifts
- e. **Theological dimensions** (1 page)
 - (1) Does the leader espouse servant leadership?
 - (2) Does the leader use domination and coercion?
 - (3) Does the leader empower others in the organization?
 - (4) Are position and personal prestige important to the leader?
- f. Your **analysis** of the leadership dynamics in the case. (1 page)
 - (1) How do others in the organization perceive the leader (integrity/character)?
 - (2) Analyze the leader according to servant leadership, transformational leadership, and spiritual leadership, as defined in class
 - (3) What is the decision-making process in the organization?
 - (4) Does the leader work more as a true leader or a manager of the organization?
- g. Your **evaluation** of your experience as a participant or observer in the case. (1½ pages)
 - (1) What would you do the same?
 - (2) What would you do differently?
 - (3) What additional knowledge or skills would you need in order to serve as a leader in this organization?
- h. Your **learning** from this experience. (1 page)
 - (1) Describe the leadership lessons that you gained from this study

(2) How would you apply these lesson to your future ministry?

i. **Note:** Case Study rubric (p. 11) will be used to determine grade for this assignment.

Schedule for class meetings: May 19-23, 2019			
			Running total
Sunday	1:00-6:00 pm	5 hours	5
Monday	8:00 am-12:00 pm	4 hours	13
	1:00-5:00 pm	4 hours 8	
Tuesday	8:00 am-12:00 pm	4 hours	21
	1:00-5:00 pm	4 hours 8	
Wednesday	8:00 am-12:00 pm	4 hours	29
	1:00-5:00 pm	4 hours 8	
Thursday	8:00 am-12:00 pm	4 hours	37
	1:00-5:00 p.m.	4 hours 8	
Pre/Post-session	Pre-intensive Learning Hub Forum Discussions	8 hours 8	45

Credit-Hour Definitions

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

Estimated Time for this Class—MAPM---3 credit (135 hours)		
Class Lectures face to face	37	45 hours total
Pre/Post Online	8	
Independent Completion of Assignments		
Reading	60 hours	
Post-Int. Reading and Book Review 2 pages	15 hours	
Leadership Case Study (6-8 pages)	15 hours	
Total Hours	135 hours	

GUIDELINES FOR SPECIFIC ASSIGNMENTS	
Average reading speed:	15-20 pages/hour for light reading not to be tested on
	10-15 pages/hour for heavy reading for exams or Bible Commentaries
Writing time:	2.5 – 3 hours/double spaced page, from start to finished product
Reflective Writing Assignment:	0.5 hour per page

OUTLINE OF TOPICS AND ASSIGNMENTS

Day	Date	Class Topic	Assignments Due
Pre-int	By May 15	Pre-intensive Learning Hub Forum Discussion (SLO 2, 4, 6; PLO 3, 5) (50 pts.)	Blackaby, H. T., & Blackaby, R. (2011). <i>Spiritual leadership</i>
Pre-int	By May 15	Pre-intensive Learning Hub Forum Discussion (SLO 2, 4, 6; PLO 3, 5) (50 pts.)	Bell, S. (Ed.). (2014). <i>Servants and friends</i>
Pre-int	By May 15	Pre-intensive Learning Hub Forum Discussion (SLO 2, 4, 6; PLO 3, 5) (50 pts.)	Valentine, G. M. (2011). <i>The prophet and the presidents</i>
1	May 19	Introduction & Orientation Definition of Leadership Biblical Foundations of Leadership E.G. White & Leadership	
2	May 20	Leadership Philosophy: Servant Leadership Leadership Theory: Transformational Leadership	
3		Philosophy, Science, & Leadership Integrity & Ethics (Sanou)	
4	May 21	Systems Theory Organizational Structure & Authority in the Church	
5		Leadership & Power Shared Vision	
6		Leading Adaptive Change: Courage & Risk Strategic Planning	
7	May 22	Ministry Teams (Five Dysfunctions) Leading Committees	
8		Empowering Others/Shared Leadership Assessing Leadership Effectiveness	
9		Leading in a Multi-cultural Setting Financial Leadership (Richard Moore)	
10	May 23	Managing Conflict Biblically Leaders & Time	
11		Ministering from Overflow: Abundance Mentality & Motivation	
May 23, 3:00 pm			Final Exam (200 pts.) (SLO 2,4,5,6; PLO 5)
July 1, 2019			Post-intensive book review (150 pts.)
August 1, 2019			L'ship Case Study (300 pts.) (SLO 1,2, 3, 5; PLO 3, 5)
August 1, 2019		Course officially closes	All late assignments must be submitted by Aug 1, 2019.

GRADING AND ASSESSMENT

Passing Grades

All assignments must be submitted in order to receive a passing grade regardless of the points awarded for any individual assignment(s).

Assessment Submission

All assignments (except the pre-intensive Learning Hub Book Forum discussions) should be submitted as MS Word documents via LearningHub, no later than the day the assignment is due.

Late Submission

The following penalties will be applied for late submission of assessment items:

Delay 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 late

Grading System:

1. Reading Discussion Forums (50 pts each/15%)
 2. Post-intensive Book Review (150 pts/15%)
 3. Case Study (300 pts/30%)
 4. Final Exam (200 pts/20%)
 5. Attendance (200 pts/20%)
- Total 1,000 pts/100%**

Grading Scale (%)

A: 96-100	B+: 90-92	B-: 82-84	C: 75-78	D: 65-71
A-: 93-95	B: 85-89	C+: 79-81	C-: 72-74	F: < 65

CASE STUDY & BOOK REVIEW RUBRICS

Rubric for Assessing the CHMN543 Case Study

	Excellent (90-100%)	Satisfactory (60-89%)	Emerging (30-59%)	Unacceptable (0-29%)	Score
Introductory material (10)	The introduction provides a well-developed context for the project. The significance of central questions is illustrated by references to course materials.	The introduction provides an adequate context for the project. The purpose is identified through reference to one or more central questions.	The introduction is present. Identification of the purpose and central questions is sketchy.	There is no introduction. The purpose is not identified.	
Descriptions of the setting and data collection process (15)	The narrative contains well-developed descriptions of the setting and the data collection process (which is built upon concepts from current research, theory, and course materials).	The narrative contains adequate descriptions of the case study setting and the data collection process.	The narrative contains an adequate description of the setting, but an incomplete description of the data collection process.	The narrative contains an incomplete or vague description of the setting, and no description of the data collection process.	
Record of observations (15)	The narrative contains observations from multiple sources, includes qualitative and quantitative data, and makes references to models of appropriate practice that are supported by current research and theory.	The narrative contains observations from multiple sources or includes qualitative and quantitative data.	The narrative contains observations from at least two sources.	The narrative contains observations from only one perspective, or of a single type of data	
Discussion, logic, and conclusions (L'ship Theory, Theory, etc.) (20)	The discussion seems complete. Conclusions are logical; they address the central questions, suggest possible strategies for addressing weaknesses, and are tied to the course work	The discussion seems complete. Conclusions are logical and address the central questions.	The discussion is adequate, but conclusions- if present-- do not match the central questions.	. The discussion is incomplete or illogical, and conclusions are missing or unrelated to the central questions.	
Presentation's clarity and style (15)	All of the following are true: •The project contains no serious errors in grammar, spelling or mechanics. •The page layout facilitates understanding of the narrative. " •Navigation between sections is clear. •APA format is used for in text and bibliographical references to external resources.	One (1) of the following is true: •The project contains multiple or serious errors in grammar, spelling or mechanics. •The page layout is cluttered. Navigation between sections is unclear. •APA format is not used for in-text and bibliographical references to external resources	Two (2) of the following are true: •The project contains multiple errors in grammar, spelling or mechanics. •The page layout is cluttered. Navigation between sections is unclear. •APA format is not used for in-text and bibliographical references to external resources.	At least three (3) of the following are true: •The project contains multiple errors in grammar, spelling or mechanics. •The page layout is cluttered. Navigation between sections is unclear. •APA format is not used for in-text and bibliographical references to external resources.	
Total (75)					

Reference:

Adapted from: Using Rubrics to Grade Student Performance, Dawn M. Zimmaro, Ph.D.
Center for Teaching and Learning

Telephone: ; Web: www.utexas.edu/academic/ctl

Location: Bridgeway Building, 2616 Wichita Street, Address: P.O. Box 7246, Austin, TX 78713-7246

SEVENTH-DAY ADVENTIST THEOLOGICAL SEMINARY

Rubric for Assessing the CHMN543 Book Review				
	Grade range- 90-100%	Grade range-80-89%	Grade Range < 80%	
Focus: <i>author's thesis; book's content (10)</i>	Clearly communicates the author's thesis/main idea and succinctly summarizes the book's content	Adequately communicates the author's thesis and summarizes the book's content	Does not clearly communicate the author's thesis and/or summarize the book's content	
Critique: <i>evaluation on behalf of the leadership community; Includes specific language about strengths and weaknesses; not a personal reaction (15)</i>	Interacts with and critiques the author's ideas at a high level on behalf of the leadership community	Adequately critiques the author's ideas on behalf of the community	Does not offer a helpful critique, and/or does not critique on behalf of the community, and/or too much personal reviewer bias	
Application: <i>applied aspect for Christian leaders; not limited to reviewer's personal context (15)</i>	Shares clear and practical application of the author's ideas for Christian leaders	Adequately applies the author's ideas for Christian leaders	Does not sufficiently apply the author's ideas for Christian leaders, and/or application limited to reviewer's personal context	
Recommendation: <i>to read this book or not, and why (10)</i>	Clearly and strongly recommends whether to read the book, including a summary of reasons why	Adequately recommends whether to read the book	Does not strongly recommend whether to read the book and/or include reasons why	
Total (50)				
<p>Note: "Author" refers to the book author; "reviewer" refers to the book reviewer.</p> <p>If appropriate, some information about the author might be included: Who is he/she? Why write this book? Any information about what makes the author an authority on the book's subject is helpful, especially if the author is relatively unknown.</p> <p>Things that should <i>not</i> be in a review:</p> <ul style="list-style-type: none"> ❖ Rants about negative or positive aspects of the book. ❖ Expressions of personal prejudices: "I liked/didn't like X aspect of the book..." 				

CLASS POLICIES

AU Standards for Written Work

All papers submitted for this class must conform to *AU Standards for Written Work*, 13th edition. 10% will be deducted from the total possible points if cover page, title, sub-headings, page numbering, citations, bibliography, reference lists, abbreviations of scripture references and margins do not comply. http://www.andrews.edu/sem/dmin/project/writing_assistance/sww12-updated.pdf

Classroom Seating

To facilitate the instructor in learning each student's name, please select a permanent seat in the classroom.

Disability Accommodations

If you qualify for accommodations under the American Disabilities Act, please see the instructor as soon as possible for referral and assistance in arranging such accommodations.

Emergency Protocols

Andrews University takes the safety of its students seriously. Signs identifying emergency protocol are posted throughout the 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.

Computer use in class is for taking notes. The professor reserves the right to discontinue the use of computers during class lectures if inappropriate use is noted.

Food is not allowed in the classroom by Seminary policy.

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. Whenever the number of absences exceeds 10% 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."

Andrews University Bulletin 2010, page 29-30

Academic Integrity

Andrews University takes seriously all acts of academic dishonesty. Academic dishonesty includes (but is not limited to) falsifying official documents; plagiarizing; misusing copyrighted material; violating licensing agreements; using media from any source to mislead, deceive or defraud; presenting another's work as one's own; using materials during a quiz or examination other than those specifically allowed; stealing, accepting or studying from stolen examination materials; copying from another student; or falsifying attendance records. For more details see the Andrews University Bulletin 2010, page 30.

"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."

Andrews University Bulletin 2010, page 30

INSTRUCTOR PROFILE

I am an Associate Professor of Christian Ministry, and currently serve the Doctor of Ministry program here at the seminary as the Project Coach. My duties include helping students develop their project proposal and write their project document with the correct writing quality, formatting, and style. I also manage and train the advisors and second readers, and teach doctoral and master's level classes.



My pastoral experience includes 13 years with the Iowa-Missouri Conference and 12 years with the Georgia-Cumberland Conference. I also served as the evangelism coordinator in Georgia-Cumberland for 5 years.

In 2009 I graduated from Andrews University with a PhD in Leadership. My research has centered on leadership in multi-ethnic and multi-cultural settings. With the continued globalization of the world, leaders both within and without the church must learn to serve competently groups and organizations that are more and more composed of people from a variety of backgrounds.

Family is very important to me. My wife Nancy and I have two sons, Matthew and Eric, two daughters-in-law, Heather and Melody, and two granddaughters, Chrissy and Judith, and one grandson, Bentley. My hobbies include backpacking and wilderness exploration, traveling, learning languages, and the study of history, particularly the Second World War.

I enjoy teaching, and feel called by God to equip leaders in the church to serve God's people out of a secure saving relationship with Jesus, a clear understanding of God's Word, and in the context of the fruit and gifts of the Holy Spirit and a servant's heart.

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