CHMN543-001

CHRISTIAN LEADERSHIP IN A CHANGING WORLD

Spring Semester 2019

Instructor: David Penno, PhD
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.

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 multicultural 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:


Recommended:


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

Credit-Hour Definitions
A professional 2-credit course taken at the Seventh-day Adventist Theological Seminary requires a total of 90 hours for course lectures, reading requirements and written assignments. An academic 2-credit course requires 120 hours for course lectures, reading requirements and written assignments. For this course, the instructor estimates that this total of 90 hours will be distributed in the following activities:

- Average reading speed 15-20 pages/hr.
- Average writing speed 3 hr./page

Based on these averages, requirements for this class will take the average student the following:

- Reading (2 books) 35 hrs.
- Three Work Team Meetings & Reports 5 hrs.
- Case Study 20 hrs.
- Hours in Class 30 hrs.

Total Hours for Class 90 hrs.

Criteria for Grades
Written assignments will be graded by considering the degree to which each of the written instructions for the assignment are incorporated into the paper, compliance with AU Standards for Written Work (13th ed.), proper use of Turabian style, and quality of writing including grammar, punctuation, and clarity.

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

Assignment Submission
All assignments should be submitted to me as MS Word documents via Learning Hub no later than the day the assignment is due.

Late Submission
The following penalties will be applied for late submission of assignment items (excluding exams, which must be taken on the day scheduled):

- Late 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
Percentage for Letter Grades

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>96-100</td>
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<tr>
<td>A-</td>
<td>93-95</td>
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<tr>
<td>B+</td>
<td>90-92</td>
</tr>
<tr>
<td>B</td>
<td>85-89</td>
</tr>
<tr>
<td>B-</td>
<td>82-84</td>
</tr>
<tr>
<td>C+</td>
<td>79-81</td>
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<tr>
<td>C</td>
<td>72-74</td>
</tr>
<tr>
<td>C-</td>
<td>72-74</td>
</tr>
<tr>
<td>D</td>
<td>65-71</td>
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<tr>
<td>F</td>
<td>&lt; 65</td>
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</tbody>
</table>

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

<table>
<thead>
<tr>
<th></th>
<th>Excellent (9-10)</th>
<th>Satisfactory (6-8)</th>
<th>Emerging (3-5)</th>
<th>Unacceptable (0-2)</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Introductory material (20%)</strong></td>
<td>The introduction provides a well-developed context for the project. The significance of central questions is illustrated by references to course materials.</td>
<td>The introduction provides an adequate context for the project. The purpose is identified through reference to one or more central questions.</td>
<td>The introduction is present. Identification of the purpose and central questions is sketchy.</td>
<td>There is no introduction. The purpose is not identified.</td>
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<tr>
<td><strong>Descriptions of the setting and data collection process (20%)</strong></td>
<td>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).</td>
<td>The narrative contains adequate descriptions of the case study setting and the data collection process.</td>
<td>The narrative contains an adequate description of the setting, but an incomplete description of the data collection process.</td>
<td>The narrative contains an incomplete or vague description of the setting, and no description of the data collection process.</td>
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<tr>
<td><strong>Record of observations (20%)</strong></td>
<td>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.</td>
<td>The narrative contains observations from multiple sources or includes qualitative and quantitative data.</td>
<td>The narrative contains observations from at least two sources.</td>
<td>The narrative contains observations from only one perspective, or of a single type of data.</td>
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<tr>
<td><strong>Discussion, logic, and conclusions (L'ship Theory, etc.) (20%)</strong></td>
<td>The discussion seems complete. Conclusions are logical; they address the central questions, support possible strategies for addressing weaknesses, and are tied to the course work.</td>
<td>The discussion seems complete. Conclusions are logical and address the central questions.</td>
<td>The discussion is adequate, but conclusions are missing or unrelated to the central questions.</td>
<td>The discussion is incomplete or illogical, and conclusions are missing or unrelated to the central questions.</td>
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</table>
| **Presentation's clarity and style (20%)** | 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.  
- The page layout 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:  
- 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:  
- 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:  
- 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. Zimmarto, Ph.D.  
Center for Teaching and Learning  
Telephone:  
Web: [www.utexas.edu/academic/ctl](http://www.utexas.edu/academic/ctl)  
Location: Bridgeway Building, 2616 Wichita Street, Address: P.O. Box 7246, Austin, TX 78713-7246
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


CHMN543

CHRISTIAN LEADERSHIP IN A CHANGING WORLD

May 19-23, 2019

Instructor: David Penno, PhD
# CHMN543
## CHRISTIAN LEADERSHIP IN A CHANGING WORLD
### MAY 19-23, 2019
#### SUMMER SEMESTER 2019
##### MA in Pastoral Ministry

### GENERAL CLASS INFORMATION

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

<table>
<thead>
<tr>
<th>Instructor:</th>
<th>David Penno, PhD</th>
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<tbody>
<tr>
<td>Telephone:</td>
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<tr>
<td>Email:</td>
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</tr>
<tr>
<td>Office location:</td>
<td>Seminary Hall S207</td>
</tr>
<tr>
<td>Office Hours:</td>
<td>By Appointment</td>
</tr>
<tr>
<td>Course Webpage:</td>
<td><a href="http://learninghub.andrews.edu">http://learninghub.andrews.edu</a></td>
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### 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**
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 multicultural 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:


Recommended:


**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.


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**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.**

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**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. **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

<table>
<thead>
<tr>
<th>Day</th>
<th>Time</th>
<th>Running total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sunday</td>
<td>1:00-6:00 pm</td>
<td>5 hours</td>
</tr>
<tr>
<td>Monday</td>
<td>8:00 am-12:00 pm</td>
<td>4 hours</td>
</tr>
<tr>
<td></td>
<td>1:00-5:00 pm</td>
<td>4 hours</td>
</tr>
<tr>
<td>Tuesday</td>
<td>8:00 am-12:00 pm</td>
<td>4 hours</td>
</tr>
<tr>
<td></td>
<td>1:00-5:00 pm</td>
<td>4 hours</td>
</tr>
<tr>
<td>Wednesday</td>
<td>8:00 am-12:00 pm</td>
<td>4 hours</td>
</tr>
<tr>
<td></td>
<td>1:00-5:00 pm</td>
<td>4 hours</td>
</tr>
<tr>
<td>Thursday</td>
<td>8:00 am-12:00 pm</td>
<td>4 hours</td>
</tr>
<tr>
<td></td>
<td>1:00-5:00 p.m.</td>
<td>4 hours</td>
</tr>
<tr>
<td>Pre/Post-session</td>
<td>Pre-intensive Learning Hub Forum Discussions</td>
<td>8 hours</td>
</tr>
</tbody>
</table>

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)

<table>
<thead>
<tr>
<th>Independent Completion of Assignments</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Lectures face to face</td>
<td>37</td>
</tr>
<tr>
<td>Pre/Post Online</td>
<td>8</td>
</tr>
<tr>
<td>Reading</td>
<td>60 hours</td>
</tr>
<tr>
<td>Post-Int. Reading and Book Review 2 pages</td>
<td>15 hours</td>
</tr>
<tr>
<td>Leadership Case Study (6-8 pages)</td>
<td>15 hours</td>
</tr>
<tr>
<td><strong>Total Hours</strong></td>
<td>135 hours</td>
</tr>
</tbody>
</table>

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

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

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>96-100</td>
</tr>
<tr>
<td>A-</td>
<td>93-95</td>
</tr>
<tr>
<td>B+</td>
<td>90-92</td>
</tr>
<tr>
<td>B</td>
<td>85-89</td>
</tr>
<tr>
<td>B-</td>
<td>82-84</td>
</tr>
<tr>
<td>C+</td>
<td>79-81</td>
</tr>
<tr>
<td>C</td>
<td>75-78</td>
</tr>
<tr>
<td>C-</td>
<td>72-74</td>
</tr>
<tr>
<td>D</td>
<td>65-71</td>
</tr>
<tr>
<td>F</td>
<td>&lt; 65</td>
</tr>
</tbody>
</table>
## CASE STUDY & BOOK REVIEW RUBRICS

### Rubric for Assessing the CHMN543 Case Study

<table>
<thead>
<tr>
<th>Rubric Section</th>
<th>Excellent (90-100%)</th>
<th>Satisfactory (60-89%)</th>
<th>Emerging (30-59%)</th>
<th>Unacceptable (0-29%)</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Introductory material (10)</strong></td>
<td>The introduction provides a well-developed context for the project. The significance of central questions is illustrated by references to course materials.</td>
<td>The introduction provides an adequate context for the project. The purpose is identified through reference to one or more central questions.</td>
<td>The introduction is present. Identification of the purpose and central questions is sketchy.</td>
<td>There is no introduction. The purpose is not identified.</td>
<td></td>
</tr>
<tr>
<td><strong>Descriptions of the setting and data collection process (15)</strong></td>
<td>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).</td>
<td>The narrative contains adequate descriptions of the case study setting and the data collection process.</td>
<td>The narrative contains an adequate description of the setting, but an incomplete description of the data collection process.</td>
<td>The narrative contains an incomplete or vague description of the setting, and no description of the data collection process.</td>
<td></td>
</tr>
<tr>
<td><strong>Record of observations (15)</strong></td>
<td>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.</td>
<td>The narrative contains observations from multiple sources or includes qualitative and quantitative data.</td>
<td>The narrative contains observations from at least two sources.</td>
<td>The narrative contains observations from only one perspective, or of a single type of data.</td>
<td></td>
</tr>
<tr>
<td><strong>Discussion, logic, and conclusions (L'ship, Theology, Theory, etc.) (20)</strong></td>
<td>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</td>
<td>The discussion seems complete. Conclusions are logical and address the central questions.</td>
<td>The discussion is adequate, but conclusions if present do not match the central questions.</td>
<td>The discussion is incomplete or illogical, and conclusions are missing or unrelated to the central questions.</td>
<td></td>
</tr>
</tbody>
</table>
| **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. |       |

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

<table>
<thead>
<tr>
<th></th>
<th>Grade range- 90-100%</th>
<th>Grade range-80-89%</th>
<th>Grade Range &lt; 80%</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Focus: author’s thesis; book’s content (10)</strong></td>
<td>Clearly communicates the author’s thesis/main idea and succinctly summarizes the book’s content</td>
<td>Adequately communicates the author’s thesis and summarizes the book’s content</td>
<td>Does not clearly communicate the author’s thesis and/or summarize the book’s content</td>
</tr>
<tr>
<td><strong>Critique: evaluation on behalf of the leadership community; Includes specific language about strengths and weaknesses; not a personal reaction (15)</strong></td>
<td>Interacts with and critiques the author’s ideas at a high level on behalf of the leadership community</td>
<td>Adequately critiques the author’s ideas on behalf of the community</td>
<td>Does not offer a helpful critique, and/or does not critique on behalf of the community, and/or too much personal reviewer bias</td>
</tr>
<tr>
<td><strong>Application: applied aspect for Christian leaders; not limited to reviewer’s personal context (15)</strong></td>
<td>Shares clear and practical application of the author’s ideas for Christian leaders</td>
<td>Adequately applies the author’s ideas for Christian leaders</td>
<td>Does not sufficiently apply the author’s ideas for Christian leaders, and/or application limited to reviewer’s personal context</td>
</tr>
<tr>
<td><strong>Recommendation: to read this book or not, and why (10)</strong></td>
<td>Clearly and strongly recommends whether to read the book, including a summary of reasons why</td>
<td>Adequately recommends whether to read the book</td>
<td>Does not strongly recommend whether to read the book and/or include reasons why</td>
</tr>
</tbody>
</table>

Total (50)

Note: “Author” refers to the book author; “reviewer” refers to the book reviewer.

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.

Things that should *not* be in a review:

- Rants about negative or positive aspects of the book.
- Expressions of personal prejudices: “I liked/didn’t like X aspect of the book...”
**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](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.”

**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.

BIBLIOGRAPHY

Class Bibliography: