

Millennial Church, 2016 Cohort  
Year Three  
CHMN713

TRANSFORMATIONAL LEADERSHIP AND  
ORGANIC SYSTEMS THINKING

2018  
*Skip Bell, DMin*



Andrews  
University  
Seek. Affirm. Change.

# Andrews University

CHMN713

## TRANSFORMATIONAL LEADERSHIP AND ORGANIC SYSTEMS THINKING

MILLENNIAL CHURCH 2016 COHORT

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### GENERAL MODULE INFORMATION

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Intensive location: Riverside, CA  
Intensive Dates: March 19-29  
Credits offered: 5

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### INSTRUCTOR CONTACT

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Instructor: Skip Bell, DMin  
Telephone: 269-471-3408  
Email: [sjbell@andrews.edu](mailto:sjbell@andrews.edu)

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### BULLETIN MODULE DESCRIPTION

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Personal and theological reflection will be integrated with advanced principles for leading change. Systems thinking, transformation of organizational culture, and human development theory are investigated in the context of missional leadership. The module pursues development and application of missional-lifestyle modeling and incarnational mission skills.

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### MOODLE ACCESS, 365-DAY LIMIT

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Moodle access for this module is limited to 365 days. Registered students generally have access to Moodle 60 days prior to the first day of the intensive. All module assignments are to be submitted through Moodle according to the due dates outlined in this syllabus.

SEVENTH-DAY ADVENTIST THEOLOGICAL SEMINARY

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## MODULE MATERIALS

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Required:

1. Bell, S. (2014). *Servants & friends: A biblical theology of leadership*. Berrien Springs, MI: Andrews University Press.
2. Bolman, Lee G. & Terrence E. Deal. *Reframing Organizations*. San Francisco: Jossey-Bass, 2008 or later edition.
3. Dobbs, R. (2010). *Transformational Leadership: A blueprint for real organizational change*. New York: Parkhurst Brothers.
4. Edmondson, Amy C., & Reynolds, Susan Salter. (2016). *Building the Future: Big Teaming for Audacious Innovation*. Oakland, CA: Berrett-Koehler.
5. Fullen, Michael. (2001). *Leading in a Culture of Change*. San Francisco, CA: Jossey-Bass.
6. 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.
7. Kotter, John, and Rathgeber, Holger. (2005). *Our Iceberg is Melting: Changing and Succeeding Under Any Conditions*. NY: Penguin Random House.
8. Sharkey, Linda, and Barrett, Morag. (2017) *The Future-Proof Workplace: Six Strategies to Accelerate Talent Development, Reshape Your Culture, and Succeed with Purpose*. Hoboken, NJ: John Wiley and Sons.

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## PROGRAM LEARNING OUTCOMES

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The following program learning outcomes reflect the intended impact of the Doctor of Ministry Program:

1. Critically reflect on, articulate, and apply biblically based principles and values for excellence in mission and ministry.
2. Conduct research and implement an intervention in response to ministry challenges and trends in a global context, related to the primary field of service
3. Integrate knowledge and skills acquired into an effective ministry practice and evaluate the resultant impact on one's personal experience and ministry.

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## STUDENT LEARNING OUTCOMES

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**Outcomes**

The outcomes of the concentration include; 1) a knowledge base, 2) a transformational emphasis on being, and 3) doing, evidenced in skill training for ministry among the millennial generation of disciples of Christ.

**Knowing:** The knowledge base has the five following components:

A current understanding of the worldview and culture of millennials living in the 21st century in western cultures

An understanding of biblical spirituality and the spiritual decision process among these young adults

1. A faithful theology of ministry
2. An advanced understanding of a theology of the church
3. An advanced understanding of ecclesiology
4. An understanding of the leadership issues--especially change theory--involved in the challenge of transforming congregations for ministering to millennials
5. Identifying the culture and worldview of millennials, especially in the context of religion and religious institutions.

**Being:** In the process of the millennial church concentration, participants will experience transformational development in the following essentials:

1. Transformation through personal biblical spirituality and theological formation
2. A compassionate vision for youth and young adults
3. A vision for mission to youth and young adults
4. Valuing diversity
5. Commitment to renewal of the church
6. Courage to graciously challenge the status quo.

**Doing:** Participants in the millennial church concentration form skills for effective ministry in the context of the congregation. Those include:

1. Articulating a biblical theology of the church, its mission and ecclesiology
2. Fostering shared vision for church renewal
3. Facilitating planning within the systems effecting renewal in the congregation
4. Leading and managing change in the process of congregational renewal
5. Leading congregations to effective mission to millennials
6. Engaging millennials in mission
7. Managing conflict effectively
8. Developing competencies for leadership in diversity and multiculturalism

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## THE COHORT

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This module is open to members of the 2016 Millennial Church Cohort, who take the sequence of modules and the project seminar together. Cohort members will meet in groups between intensives and pursue projects that advance their competencies. On completion, they will have completed a Millennial Church Concentration in their DMin program.

Participants in the 2016 Millennial Church Concentration take the following modules and the project seminar in the following sequence:

<b>Course #</b>	<b>Course Name</b>	<b>Instructors</b>	<b>Intensive Dates</b>	<b>Intensive Locations</b>
CHMN709	The Changing Church (4 credits)	Allan Walshe	April 19-29, 2016	Altamonte Springs, FL
GSEM790	DMin Project Seminar (4 credits)	James Wibberding	May 2-8, 2016	Altamonte Springs, FL
GSEM706	Spiritual and Theological Foundations for Ministry (8 credits) (Field Research Symposium March 29-30, Petr Cincala)	Allan Walshe	March 16-30, 2017	Andrews University
	Implementation Symposium	David Penno	December 12, 2017 2:00-4:00 pm, EST	virtual meeting via Zoom
CHMN713	Transformational Leadership and Organic Systems Thinking (5 credits)	Skip Bell	March 19-29, 2018	Riverside, CA
GSEM796	DMin Project (3 credits)		spring semester 2018	
CHMN773	Discipling Congregational Leaders (5 credits)	Gilbert Cangy	April 22-May 2, 2019	Andrews University
GSEM796	DMin Project (3 credits)		spring semester 2019	

Always consult the Doctor of Ministry program planner at [www.doctorofministry.com](http://www.doctorofministry.com) for possible adjustments to the date and locations of future teaching intensives.

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## MODULE REQUIREMENTS

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### I. Pre-Intensive

Pre-Intensive Reading:

A. A journal is due the first day of the teaching intensive for each of the four required pre-session titles. The journal (there will be four, one for each book) is an informal reflection of your thoughts as you read the book. Reflection in this context suggests a cognitive and imaginative process. Examine what you read in the book and “bounce it off” what you have experienced or imagined. Consider the text in the light of your values, experiences, ideas, and hopes. The result is your “reflection” on the text. Give deliberate and intentional attention to how the text relates to your life and relate it with written clarity.

Journals are to be formed chapter by chapter. That is, read a chapter, pause and journal that reading, and then proceed to the next. Journals are usually four to six pages, need not follow any particular style, and will not be graded for grammar, writing, etc. **Begin the journal for each book with a simple statement that you have read the required book or state what you have read of the book.** Credit will be reduced when no such statement is present.

1. Bell, S. (2014). *Servants & friends: A biblical theology of leadership*. Berrien Springs, MI: Andrews University Press.
2. Dobbs, R. (2010). *Transformational Leadership: A blueprint for real organizational change*. New York: Parkhurst Brothers.
3. Edmondson, Amy C., & Reynolds, Susan Salter. (2016). *Building the Future: Big Teaming for Audacious Innovation*. Oakland, CA: Berrett-Koehler.
4. Sharkey, Linda, and Barrett, Morag. (2017) *The Future-Proof Workplace: Six Strategies to Accelerate Talent Development, Reshape Your Culture, and Succeed with Purpose*. Hoboken, NJ: John Wiley and Sons.

Books can be purchased in any manner convenient to the participant. These reading reports and journals are to be posted to the Learning Hub by the first day of the intensive.

### II. The Intensive

- A. Punctual attendance is required for all intensive sessions. A maximum of 10% absence of total activities is allowed.
- B. On some evenings a daily journal will be required.
- C. Participation in discussion, group activities, journaling, and compilation of notes is expected.
- D. A cohort field experience may be planned for Saturday and/or Sunday.

### III. Post Intensive

A. Journal and report the following four books in the same manner as for the pre-intensive books. Post the reading report and journal to Learning Hub by November 1, 2018.

1. Bolman, Lee G. & Terrence E. Deal. *Reframing Organizations*. San Francisco: Jossey-Bass, 2008 or later edition.
2. Fullen, Michael. (2001). *Leading in a Culture of Change*. San Francisco, CA: Jossey-Bass.
3. 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.
4. Kotter, John, and Rathgeber, Holger. (2005). *Our Iceberg is Melting: Changing and Succeeding Under Any Conditions*. NY: Penguin Random House.

B. Review the Ministry Development Plan (MDP) of five to seven pages, double spaced. The Ministry Development Plan should have four sections; a description of your situation when you began the program, your vision for your life and ministry following the program, the steps you have been taking and propose to take to move in the direction of that vision during your program, and a listing of the helping as well as hindering forces. The Ministry Development Plan should include spiritual, personal, relational, and professional context, vision, and activities to accomplish the vision in those areas. The MDP will serve the context support group and form the foundation for a reflection paper at the time of your assessment at the end of the program. Post the updated MDP to Learning Hub by November 1, 2018.

C. Chapter four of your project document, a paper of at least 16 but no more than 22 pages, will be required providing the methodology of your project challenge. **This is the work required in year three that partially integrates your 6 credits of project learning into the program.** Post the chapter to Learning Hub by November 1, 2018.

*The Andrews University Standards for Written Work, 12<sup>th</sup> Edition* (or more recent edition) will provide the standards for all written work. Doctor of Ministry papers are done in APA style.

D. Complete your DMin project proposal, obtain DMin Committee and IRB approval, and begin implementing your project. The project coach will work with you on these objectives during and after the Implementation Symposium. The lead faculty for this module cannot enter a final grade until affirmation is provided by the project coach that you completed your proposal and have begun implementation of your project.

E. Meet again with your context support group of five to nine persons from your specific ministry context and review your MDP. The meeting should center on personal and professional progress. The meeting must occur on or before May 31, 2018. The group will review the MDP and its role with materials provided during the intensive. Post a one page report of that meeting to Learning Hub by November 1, 2018. Include the date of your meeting.

F. Students will participate in a minimum of two sessions of a work group for peer support and sharing of experience.

1. A journal and attendance record of the group meetings will be required from a secretary for each group by November 1, 2018. Post it to the Learning Hub, including the date of the meetings.
2. The first group meeting must occur on or before June 28, 2018 and review the work of each student on their chapter four.
3. The second group meeting must occur on or before September 20, 2018 and review Bolman, Lee G. & Terrence E. Deal. *Reframing Organizations*.
4. Groups may meet by phone conference, face-to-face, or via electronic conference.

G. Continue your work with an appropriate field mentor, be involved in at least monthly sessions with your mentor, and post the 1) name, 2) contact information, and 3) a one page journal of session dates and reactions to the sessions by the final assignment due date.

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## GRADING AND ASSESSMENT

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### A. Credit-Hour Definitions and Calculations

The Doctor of Ministry program requires 56 hours of study for each semester credit. Professor contact time is to be 15 hours per credit within that number. This module is 5 hours, so the entire course module is to require 280 hours. Following is a rule of thumb to help guide your reading, research, and writing for Seminary courses:



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

The time for this module is calculated as follows:

Ministry Development Plan – 3 hours

Reading and journaling (approximately 2700 pages) – 150 hours for the reading and 40 for the journaling = 190 hours

Intensive - 75 hours

Journaling during the intensive – 2 hours

Context support group - 2 hours

Post intensive paper **(the writing time - 60 hours, plus experiential and research time - 64 hours, satisfies the 124 hours for 2 project credits)**

Implementation Symposium assignments: attendance, proposal completion and approval, and IRB approval-(15 hours relate to the project seminar credits)

Peer group attendance and journaling - 3 hours

Mentoring – 5 hours

Total 280 hours **(not including the project and project seminar credits)**

#### B. Grade Points

Reading Journals and Reports: 25 points each x 8 books - 200 points

Ministry Development Plan - 40 points

Methodology Paper - 175 points

Context Support Group - 40 points

Small Group Meetings – 40 (20x2)

Journal During Intensive - 20 points

Report Regarding Mentor – 40 points

Total 555 points

96 - 100% - A

93 - 95% - A-

90 - 92% - B+

85 - 89% - B

82 - 84% - B-

79 - 81% - C+

75 - 78% - C

72 - 74% - C-

#### C. Assignment Submission

All assignments are to be posted to Moodle on the Learning Hub.

#### D. Assignment submission deadlines:

Assignment due date: (possible A grade)

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Late up to 30 days: (no more than A-grade)

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Late 31 to 60 days: (no more than B+ grade)

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Late 61 to 90 days: (no more than B grade)

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Late 91 days or more: (DN deferred and not completable\*)

Reading reports and reading journals for pre-intensive books are due the first session of the teaching intensive, March 19, 2018. If submitted late, the work will be discounted 10%. The remaining assignments are due to be posted by November 1, 2018.

E. Student grades will be recorded by April 2, 2019.

\* Graduation requires a 3.0 or better program GPA. Students who receive a DN must seek permission from the DMin office to restart with another cohort and seek a new program time limit. Such requests are considered by the DMin program committee and not guaranteed. No tuition refunds are considered.

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## ASSESSMENT GUIDELINES

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### Chapter Assessment Rubric for the Post Intensive Paper

CATEGORY	4.00 Target	3.00 Needs Improvement	2.00 Unsatisfactory	1.00 Unacceptable
<b>Introduction</b>	The chapter begins with an introduction that invites the reader into the topic and presents a bird's eye view of what the chapter will cover.	Same as Target, the bird's eye view is incomplete.	The reader is invited into the topic but no bird's eye view is given of what the chapter will cover.	There is no introduction or no clear connection between the introduction and the body of the chapter.
<b>Profile of the Ministry Context</b>	A <b>concise</b> profile is given of the ministry context that relates specifically to the task of the project.	A concise profile is given of the ministry context that relates to the task of the project.	A profile of the ministry context is given that does not relate specifically to the task of this project.	There is no profile of the ministry context.
<b>Development of the Intervention</b>	An intervention is developed that <b>clearly</b> builds upon the theological foundation	An intervention is developed that <b>seems to</b> build upon the theological foundation	An intervention is developed, but no clear relationship is shown between it and the	No intervention is developed.

	and the literature review.	and the literature review.	theological foundation and the literature review.	
<b>Description of the Intervention</b>	A <b>concise</b> description of the intervention is given, including how participants were recruited, what kind of sessions, how many, objectives, and content.	A description of the intervention is given, including how participants were recruited, what kind of sessions, how many, objectives, and content.	An intervention is described, but it is unclear or lacks a logical flow.	No intervention is described.
<b>Conclusion</b>	The chapter ends with a conclusion that <b>clearly</b> reiterates the main points, and acknowledges directions for further research and reflection.	The chapter ends with a conclusion that reiterates the main points and acknowledges directions for further research and reflection.	One of the main points is not reiterated in the conclusion. Or in addition to reiterating what was discovered in the body of the chapter the conclusion presents new evidence or makes claims that are not substantiated in the body of the chapter.	There is no conclusion or the conclusion does not capture the main points of the chapter.
<b>Format</b>	The chapter formatting follows proper <i>Andrews Standards for Written Work</i> .	There is 1 formatting mistake.	There are 2 formatting mistakes.	There are 3 or more formatting mistakes.
<b>Style</b>	The chapter follows APA Style in-text referencing to cite sources.	There is 1 stylistic mistake.	There are 2 stylistic mistakes.	There are 3 or more stylistic mistakes.
<b>Language Conventions</b>	There are no spelling, grammar, or punctuation errors.	There is spelling, grammar, or punctuation error.	There are 2 spelling, grammar, or punctuation errors.	There are 3 or more spelling, grammar, or punctuation errors.
<b>Clearly Written</b>	The chapter is written in a reader-friendly manner that models clarity of expression.	The chapter is written in a mostly reader-friendly manner. There is a slight tendency to use a few long rambling sentences	Expression of some ideas is confusing to the reader. Uses lots of long, rambling sentences.	The chapter does not promote reader understanding and/or is unclear in language use and expression. Uses long, rambling or run-on sentences.
<b>Length</b>	16-25 pages	26-30 pages	31-40 pages	More than 40 pages

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## UNIVERSITY POLICIES

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### Disability Accommodations

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

### Examinations

“Credit is not granted in courses unless the required examinations are completed by the student. Students are expected to follow the published examination schedule. In cases where the schedule requires a student to complete four exams in one day, arrangements may be made with the dean to complete one of the examinations at another time”.

*AU Bulletin*

### **Class Attendance**

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

### **Class Absences**

“Whenever the number of absences exceeds 20% (10% for graduate classes) of the total course appointments, the teacher may give a failing grade. Merely being absent from campus does not exempt the student from this policy. Absences recorded because of late registration, suspension, and early/late vacation leaves are not excused. The class work missed may be made up only if the teacher allows. Three tardies are equal to one absence.

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

### **Excused Absences**

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

*AU Bulletin*

The above Andrews University policy is for students in other AU programs. **The Andrews University policy for the Doctor of Ministry program is that no absences are granted from intensives other than for deaths in an immediate household or for hospitalization.**

### **Academic Integrity**

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

Academic dishonesty includes (but is not limited to) the following acts: falsifying official documents; plagiarizing, which includes copying others’ published work, and/or failing to give credit properly to other authors and creators; misusing copyrighted material and/or violating licensing agreements (actions that may result in legal action in addition to disciplinary action taken by the University); using media from any source or medium, including the Internet (e.g., print, visual images, music) with the intent to mislead, deceive or defraud; presenting another’s work as one’s own (e.g. placement exams, homework, assignments); using material during a quiz or examination other than those specifically allowed by the teacher or program; stealing, accepting, or studying from stolen quizzes or examination materials; copying from another student during a regular or take-home test or quiz; assisting another in acts of academic dishonesty (e.g., falsifying attendance records, providing unauthorized course materials).

Andrews University takes seriously all acts of academic dishonesty. Such acts as described above are subject to incremental discipline for multiple offenses and severe penalties for some offenses. These acts are tracked in the office of the Provost. Repeated and/or flagrant offenses will be referred to the Committee for Academic Integrity for recommendations on further penalties. Consequences may include

denial of admission, revocation of admission, warning from a teacher with or without formal documentation, warning from a chair or academic dean with formal documentation, receipt of a reduced or failing grade with or without notation of the reason on the transcript, suspension or dismissal from the course, suspension or dismissal from the program, expulsion from the university, or degree cancellation. Disciplinary action may be retroactive if academic dishonesty becomes apparent after the student leaves the course, program or university

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

*AU Bulletin*

## **Emergency Protocol**

Andrews University takes the safety of its student seriously. Signs identifying emergency protocol are posted throughout buildings. Instructors will provide guidance and direction to students in the classroom in the event of an emergency affecting that specific location. It is important that you follow these instructions and stay with your instructor during any evacuation or sheltering emergency.

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## **INSTRUCTOR PROFILE**

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Dr. Skip Bell is Professor of Church Leadership, Seventh-day Adventist Theological Seminary, Andrews University. An ordained Seventh-day Adventist pastor, Skip has served the church as a pastor, departmental director, administrator, and university professor. Dr. Bell says, "Jesus has provided a model of servant leadership that challenges and calls us to vision, faith, integrity, courage, empowerment, and trust. The joy of my life is serving within His will with a group of people I love. I want to attract people to a vision of leadership based on Jesus model of servant leadership."



Dr. Bell has authored *A Time to Serve: Church Leadership for the 21<sup>st</sup> Century*, published in 2003, is the general editor and contributor for *Servants and Friends: A Biblical Theology of Leadership* published by AU Press in 2014. He has authored numerous academic and professional articles, and several curriculums for professional pastoral development. He is a member of the Academy of Religious Leadership.

Dr. Bell counts time with his wife, Joni, and family as one of his greatest joys and loves just about any pursuit that involves outdoor activity.

3/13/2018