

SEVENTH-DAY ADVENTIST THEOLOGICAL SEMINARY
DOCTOR OF MINISTRY PROGRAM
CHANGING THE PEOPLE WHO CHANGE THE WORLD

Missional Church, 2015
Year Three
CHMN 713

**TRANSFORMATIONAL LEADERSHIP
AND ORGANIC SYSTEMS THINKING**
2017

Michael F. Cauley, Michael R. Cauley



Andrews University

CHMN 713

TRANSFORMATIONAL LEADERSHIP AND ORGANIC SYSTEMS THINKING

MISSIONAL CHURCH 2015

GENERAL MODULE INFORMATION

Module acronym: CHMN 713
Module name: Transformational Leadership and Organic Systems Thinking
Intensive location: Altamonte Springs, Florida Conference Office Conference Room
Intensive Dates: April 30, 2017 4:00 pm – May 5, 2017 12:00 pm, Sunday – Friday
Credits: 5

INSTRUCTOR CONTACT DETAILS

Professor:	Michael F. Cauley, DMin	Michael R. Cauley, DMin
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BULLETIN MODULE DESCRIPTION

Participants continue personal and theological reflection with integration of principles for leading change. Systems thinking, transformation of the organizational culture, and human development theory are investigated in the context of missional leadership. The module also pursues further development and application of missional-lifestyle modeling. Practical focus on incarnational mission skills is initiated.

MOODLE ACCESS, 365-DAY LIMIT

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.

MODULE MATERIALS

Required:

1. Kotter, John (2012). *Leading Change*. Boston, MA: Harvard Business School. 208 pages
2. Kotter, John (2008) *Creating a Sense of Urgency*. Boston, MA: Harvard Business School. 196 pages.
3. Senge, Peter (2006). *The Fifth Discipline*. New York, NY: Doubleday. Parts I, II, & III. 252 pages.
4. Bolman, L. G., & Deal, T. E. (2013). *Reframing organizations: Artistry, Choice, and Leadership* (5th ed.), San Francisco: Jossey Bass. Pages 1-391, 391 pages
5. Ulrich, Dave (2009). *The Leadership Code*. Boston, MA: Harvard Business Press. 208 pages
6. Hodgson, Philip, & White, Randall (2001) *Relax, It's Only Uncertainty*, London, UK: Pearson Education Limited. 240 pages
7. McShane, S. and Von Glinow M. A. (2013). *Organizational Behavior* (6th ed.). New York, NY: McGraw-Hill. Chapters 1-3 (93 pages) Chapters 11-15 (141 pages).
8. Hammond, Sue Annis (2013) *The Thin Book of Appreciative Inquiry* (3rd ed.) 51 pages.

PROGRAM LEARNING OUTCOMES

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

STUDENT LEARNING OUTCOMES

The Doctor of Ministry Missional Church Concentration seeks to develop the person (Being), knowledge (Knowing), and practice (Doing) of its participants. Following are outcomes that are important to evaluate. These outcomes guide the curriculum, and should be reflected in the Ministry Development Plan developed by the participant.

Being

The graduate will experience development in the following seven areas:

1. One's identity formed through biblical devotional practices
2. Becoming an exemplar of wholeness as defined by spiritual, emotional, and physical well-being
3. Incarnational mission as a way of life
4. A shaper of missional culture
5. A lifelong learner
6. An agent of transformation and restoration
7. An appreciation of multi-ethnic collaboration for mission

Assessed by: Requiring students to complete a section in their Ministerial Development Plan (MDP) in which they will name strategies for biblical spirituality and practices they adopted to grow spiritually as a result of the DMin program and the direct assessments in module two on theological and spiritual foundations administered by faculty.

Knowing

The graduate will demonstrate a knowledge base of the following four components:

1. A current understanding of 21st century mission praxis in western culture
2. The development of the spiritual life as the foundation for mission
3. Leading transformation for mission, incorporating systems thinking
4. Transacting the vision of missional church through leadership development

Assessed by: The direct assessment provided by the faculty in all modules for various assignments and by completing two theoretical chapters in their project documents (Chapters 2 and 3) where students will provide theological reflection on their research topic and show a high level of acquaintance with the current literature on the subject assessed with the project.

Doing

The graduate will incorporate skills that demonstrate competency in areas fitting their context selected from the fourteen missional practices listed below:

1. Implementing spiritual disciplines into the fast paced life of the 21st century
2. Forming habits for spiritual and emotional renewal
3. Discerning and following the Spirit's movement
4. Modeling incarnational ministry
5. Abiding with broken people
6. Establishing a "dashboard" of critical indicators for missional church leadership
7. Utilizing systems thinking to create a process model

8. Processing change
8. Developing a team for biblical church leadership
9. Utilizing coaching as a platform for leadership development
10. Developing organic discipleship as a foundation for developing leaders
11. Leading a movement of multiplication
12. Facilitating community transformation through collaboration and networking
14. Creating a culture of inclusivity for missional practice

Assessed by: Successful presentation and assessment of their project before peers and their respective project committees as well as direct assessments of case studies and journals administered by faculty in the modules.

THE COHORT

This module is open to members of this 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 Missional Church Concentration in their DMin program.

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

CHMN707 Incarnational Missional Church

GSEM790 Project Seminar

GSEM706 Spiritual and Theological Foundations for Ministry

GSEM730 Field Research for Ministry

CHMN713 Transformational Leadership and Organic Systems Thinking

CHMN709 Discipling Leaders for Mission to form a Missional Church Concentration

Always consult the Doctor of Ministry program planner at www.doctorofministry.com for possible adjustments to the date and locations of future teaching intensives.

MODULE REQUIREMENTS

I. Pre-Intensive

Pre-Intensive Reading:

A journal is due the first day of the teaching intensive for each of the eight required pre-session titles. The journal (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 article 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 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.

Total Reading Required (Pre-class, during class, post class) - 2,269 pages

Pre Class - 1,780 pages

1. Kotter, John (2012). *Leading Change*. Boston, MA: Harvard Business School. 208 pages
2. Kotter, John (2008) *Creating a Sense of Urgency*. Boston, MA: Harvard Business School. 196 pages.
3. Senge, Peter (2006). *The Fifth Discipline*. New York, NY: Doubleday. Parts I, II, & III. 252 pages.
4. Bolman, L. G., & Deal, T. E. (2013). *Reframing organizations: Artistry, Choice, and Leadership* (5th ed.), San Francisco: Jossey Bass. Pages 1-391, 391 pages
5. Ulrich, Dave (2009). *The Leadership Code*. Boston, MA: Harvard Business Press. 208 pages
6. Hodgson, Philip, & White, Randall (2001) *Relax, It's Only Uncertainty*, London, UK: Pearson Education Limited. 240 pages
7. McShane, S. and Von Glinow M. A. (2013). *Organizational Behavior* (6th ed.). New York, NY: McGraw-Hill. Chapters 1-3 (93 pages) Chapters 11-15 (141 pages).
8. Hammond, Sue Annis (2013) *The Thin Book of Appreciative Inquiry* (3rd ed.) 51 pages.

Books can be purchased in any manner convenient to the participant.

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 Sunday.

E. Reading During Class - 30 pages

1. Friedman, Edwin (1986) *Generation to Generation*, chapter 9, supplied by instructors at the time of class.

III. Post Intensive

A. Journal and report the following two books in the same manner as for the pre-intensive books.

Post Class Reading - 459 pages

1. Haley-Barton, Ruth (2008). *Strengthening the Soul of Your Leadership*. Madison, WI: Intervarsity. 228 pages
2. Cloud, Henry (2011) *Necessary Endings* 231 pages

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.

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 due on December 1, 2017. **This is the work required in year three that partially integrates your 6 credits of project learning into the program.**

The Andrews University Standards for Written Work, 12th Edition will provide the standards for all written work.

D. 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 July 5, 2017. The group will review the MDP and its role with materials provided during the intensive.

E. 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 December 1, 2017.
2. The first group meeting must occur on or before August 1, 2017, and review the work of each student on his or her chapter four.
3. The second group meeting must occur on or before November 1, 2017 and review the case study done by each student.
4. Groups may meet by phone conference, face-to-face, or via electronic conference.

F. Continue work with your field mentor, further develop the contract for mentoring, and report the name and contact information for the mentor to the lead teacher.

GRADING AND ASSESSMENT

A. Criteria for Grades

Assessment is accomplished by evaluating participation and assignments around the outcomes of the concentration. There are competencies in the area of being, in the area of knowing, and in the area of doing. The chart below describes the process of judging the integration of those competencies. The cyclical process of true learning in the areas of being, knowing, and doing are considered.

Outcome of the Concentration	Learning Resources Provided in This Module	Process of Assessment
Establishing critical indicators for missional church leadership.	Reading, Class participation, Case Studies, Journaling	Journaling, Chapter 4
Utilizing systems thinking for development of a process model.	Reading, Class discussion along with journaling	Journaling, Chapter 4
Processing Change	Create an Action Reflection Model in light of the learning	Review of MDP, Interaction with context support group, Chapter 4
Experiencing mission as a way of life.	Reading, Case Studies, Class discussion, Journaling	Interaction with context support group, Chapter 4
Creating a culture of inclusivity for missional practice	Reading, Case Studies, Class discussion, Journaling	Journaling combined with interaction of context support group

B. Grade Points

Reading Journals and Reports - (250)

Ministry Development Plan – (25)

Methodology paper – (250)

Context Support Group – (50)

Small Group Meetings – (50)

Report Regarding Mentor – (25)

Journal During Intensive – (50)

Total 700 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 deadlines will be applied as follows:

Assignment due date:	December 1, 2017 (possible A grade)
Late up to 30 days:	January 1, 2017 (no more than A- grade)
Late 31 to 60 days:	January 31, 2017 (no more than B+ grade)
Late 61 to 90 days:	February 28, 2017 (no more than B grade)

Late 91 days or more: March 1, 2017 (DN deferred and not completable*)

Reading reports and reading journals for pre-intensive books are due the first session of the teaching intensive, April 30. If submitted late, the work will be discounted 10%. The remaining assignments are due December 1, 2017. DGs (deferred grades) are provided in the semesters before assignments are due.

* 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.

D. Course Time Parameters and Calculations

The Doctor of Ministry program requires 56 hours of study for each semester credit. 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 – 10 hours

Reading and journaling (approximately 2,100 pages) – 160 hours for the reading and 40 for the journaling = 200

Intensive - 60 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**)

Peer group attendance and journaling - 5 hours

Mentoring – 7 hours

Total 286 hours (**not including the project credits**)

E. Assignment Submission

Submit all assignments to by email to the co-instructors of the course.

F. Criteria for Assessing the Post Intensive Paper – A Rubric

ASSESSMENT GUIDELINES

CATEGORY	4.00 Target	3.00 Needs Improvement	2.00 Unsatisfactory	1.00 Unacceptable
Introduction	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.
Profile of the Ministry Context	A concise 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.
Development of the Intervention	An intervention is developed that clearly builds upon the theological foundation and the literature review.	An intervention is developed that seems to build upon the theological foundation and the literature review.	An intervention is developed, but no clear relationship is shown between it and the theological foundation and the literature review.	No intervention is developed.
Description of the Intervention	A concise 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.
Conclusion	The chapter ends with a conclusion that clearly 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.
Format	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.
Style	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.
Language Conventions	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.
Clearly Written	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.
Length	20-25 pages	26-30 pages	31-40 pages	More than 40 pages

CRITERIA FOR GRADE ASSESSMENT

THE B GRADE

We start with the B grade for a very specific reason. It is because a B grade is a sign that you have competently fulfilled all of the requirements stipulated for an assessment or competency evaluation. It is an excellent grade and demonstrates a high level of knowledge, insight, critique competence and professional written presentation standards essential for an individual wishing to pursue a career as a professional pastor.

THE A GRADE

An A grade is only given when a student not only fulfils the criteria stipulated above for a B grade, but in doing so demonstrates an advanced academic aptitude for content knowledge, critique, synthesis and independent insight, while exhibiting highly developed communication skills and professional publication standards that would allow them to pursue a highly competitive academic career.

THE C GRADE

The C grade differs only from a B grade in that the traits outlined in the B grade above are not consistently applied. However, with diligence and applying feedback from your lecturer, the academic process can provide a perfect opportunity for a student to improve their consistency, and hence, their grade.

THE DN GRADE

The DN grade is given when very limited or no demonstrable competency has been observed and exhibits a limited level of knowledge, insight and critique and poor written presentation standards. This may be because of a lack of time management on the part of the student, they may have difficulty grasping the concepts being taught, English may be their second language, or they may be experiencing a personal issue that is affecting their concentration and motivation levels. Again, with diligence, applying feedback from your lecturer, and seeking services offered by the University like the writing lab or the counseling centre, the academic process can provide an opportunity for a student to significantly improve their performance.

Your assessments have been specifically designed to measure and provide evidence of your competency with relation to the subject matter. This is to meet University accreditation standards. Thus, you will only be graded on the content of the assessments you submit. If it is not in your assessments, your lecturer will not have adequate evidence of your competency and will have to grade you accordingly.

UNIVERSITY POLICIES

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

Accommodations are made for disabilities. Students with diagnosed disabilities should request accommodation. If you qualify for accommodation under the American Disabilities Act, please see the instructor as soon as possible for referral and assistance in arranging such accommodations.

PLAGIARISM

Replicating writing, cutting and pasting or moderately paraphrasing text from publications, internet sources, books, friends papers or publications, family members papers or publications, ghost writers papers or publications with the intent of passing it off as your own work, is strictly prohibited and unacceptable. Students found to be plagiarizing the work of others will receive an immediate Failing grade. Your actions will be reported to the University and your sponsor (if sponsored). You may even face expulsion from the University. Your lecturer will randomly sample sentences, phrases and paragraphs from your paper and compare them with papers from past students and with content on the internet. Your lecturer is also familiar with a lot of the publications and sources you will be using for your assessment and will also be able to identify any potential plagiarism.

LANGUAGE AND GRAMMAR

There is an expectation that a person who holds a Master's qualification will have advanced written language skills, particularly in the language in which their Masters was taught. Thus, no special consideration will be given to students who speak English as a second language or native-English speakers who struggle with written English. Such students are advised to seek the assistance of the campus writing lab or seek the services of a professional academic editor prior to the submission of their assessment.

Students are encouraged to have someone else read their assessments aloud to them prior to submission. This practice will provide you with immediate feedback as to how your written assessments sounds/reads to another person. You may even want to have a friend or a professional academic editor look over your assessments to identify any typing, spelling or punctuation errors too.

INSTRUCTOR PROFILE

Michael F. Cauley served for 15 years as a local church pastor and 24 years as a conference administrator. He has studied and practiced leading organizational transformation toward a culture of mission.



Michael R. Cauley has served as a local church pastor and a church planter for 14 years. He has studied and practiced a biblical response to western culture in the 21st Century.



10/5/2016