

SEVENTH-DAY ADVENTIST  
THEOLOGICAL SEMINARY

Missional Church: A Biblical Response to  
Mission in Western Culture 2015  
Year Four  
CHMN714

DISCIPLING LEADERS FOR  
MISSION  
2018

*Dr. Michael Richard Cauley*



Andrews  
University  
Seek. Affirm. Change.

CHMN714

## DISCIPLING LEADERS FOR MISSION

MISSIONAL CHURCH: A BIBLICAL RESPONSE TO MISSION IN WESTERN  
CULTURE 2015 COHORT

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### GENERAL MODULE INFORMATION

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Intensive location: Altamonte Springs, FL  
Intensive Dates: February 4-13, 2018  
Credits offered: 5

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### INSTRUCTOR CONTACT

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Instructor: Dr. Michael Richard Cauley  
Telephone: 615-584-4697  
Email: [cauley@andrews.edu](mailto:cauley@andrews.edu)

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### BULLETIN MODULE DESCRIPTION

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Leaders transact vision through developing disciples according to the biblical model for an apostolic movement. Those whom missional servants lead become mature in Christ and thus a missional movement is multiplied. Coaching and mentoring skills are taught so that the leader can develop people toward maturity in Christ.

Our participation on the Christian journey reflects God's interaction in self and our interaction with others. Coaching provides opportunity for transformation that is both existential and ontological.

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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.

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## MODULE MATERIALS

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### Required:

1. Carroll, Michael and Gilbert, Maria. *Becoming An Executive Coachee: Creating Learning Partnerships*. Vukani, 2008.
2. Carroll, Michael and Elisabeth Shaw. *Ethical Maturity in the Helping Professions*. Philadelphia, PA: Jessica Kingsley, 2013.
3. DeYamez, Mark and Okuwobi, Oneya Fennell. *Multiethnic Conversations: An Eight Week Guide toward Unity in Your Church*. Fishers, IN: Wesleyan Publishing.
4. Hammond, Sue. *Thin Book of Appreciative Inquiry*. Plano, TX: Thin Book Publishing, 1998.
5. Maurer, Richard. *Beyond the Wall of Resistance*. Austin, TX: Bard Press, 2010.
6. O'Neill, Mary Beth. *Executive Coaching with Backbone and Heart*. San Francisco, CA: Joseph-Bass, 2007.
7. Robinson, Bryan. E. *Chained to the Desk—A Guidebook for Workaholics*. New York, NY: New York University Press, 2007.
8. Rogers, Jenny. *Coaching Skills: A Handbook*. Berkshire, England: McGraw Hill, 2012.
9. Short, Ronald. *Learning in Relationship: Foundation for Personal and Professional Success*. Bellevue, WA: Learning in Action Technologies, Inc., 1998.

For ISBN and price information, please see the listing at the Bookstore [www.andrews.edu/bookstore](http://www.andrews.edu/bookstore). (this statement must remain in the syllabus)

### Recommended:

Professor will provide list during intensive.

For ISBN and price information, please see the listing at the Bookstore [www.andrews.edu/bookstore](http://www.andrews.edu/bookstore).

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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 OBJECTIVES

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

The graduate will

Knowing: The knowledge base has the four following 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; systems thinking
4. Transacting the vision of missional church through leadership development

Being: In the process of the missional church concentration, participants will experience development in the following seven areas:

1. One's identity formed through spiritual discipleship
2. 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. Agent of transformation and restoration
7. Appreciation of multi-ethnic collaboration for mission

Doing: Participants in the missional church concentration also incorporate skills which demonstrate competency in areas fitting their context selected from the fourteen missional practices listed below:

1. Implementing spiritual discipleship 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

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

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## THE COHORT

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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 2015 Missional Church Cohort take the following modules and the project seminar in the following sequence:

CHMN704 Incarnation Missional Church (January 26-February 3, 2015)

GSEM790 Project Seminar (February 4-12, 2015)

GSEM706 Spiritual and Theological Foundations for Ministry (May 9-19, 2016)

CHMN708 Transformational Leadership and Organic Systems Thinking (April 30-May 5, 2017)

CHMN709 Discipling Leaders for Mission (February 4-13, 2018)

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 journal is due the first day of the teaching intensive for each of the 6 required pre-session titles. The journal (there will be 6, 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.

1. Carroll, Michael and Gilbert, Maria. *Becoming An Executive Coachee: Creating Learning Partnerships*. Vukani, 2008.
2. Hammond, Sue. *Thin Book of Appreciative Inquiry*. Plano, TX: Thin Book Publishing, 1998.
3. O'Neill, Mary Beth. *Executive Coaching with Backbone and Heart*. San Francisco, CA: Joseph-Bass, 2007.
4. Robinson, Bryan. E. *Chained to the Desk—A Guidebook for Workaholics*. New York, NY: New York University Press, 2007.
5. Rogers, Jenny. *Coaching Skills: A Handbook*. Berkshire, England: McGraw Hill, 2012.
6. Short, Ronald. *Learning in Relationship: Foundation for Personal and Professional Success*. Bellevue, WA: Learning in Action Technologies, Inc., 1998.

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 (will or may) be planned for Saturday and Sunday.

## III. Post Intensive

- A. Journal and report the following (3) books in the same manner as for the pre-intensive books.
  1. DeYamez, Mark and Okuwobi, Oneya Fennell. *Multiethnic Conversations: An Eight Week Guide toward Unity in Your Church*. Fishers, IN: Wesleyan Publishing.
  2. Carroll, Michael and Elisabeth Shaw. *Ethical Maturity in the Helping Professions*. Philadelphia, PA: Jessica Kingsley, 2013.
  3. Maurer, Richard. *Beyond the Wall of Resistance*. Austin, TX: Bard Press, 2010.
- 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 three to five page reflection paper describing your spiritual, relational, and professional growth during the program at the time of your assessment at the end of the program.

C. Chapter five of your project document, a paper of 16 - 22 pages, no more than 25 pages, will be required providing the narrative of your project challenge. Follow the instructions of your project seminar for the form of chapter five.

*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. 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 9, 2018**. 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. The first group meeting must occur on or before **May 13, 2018**, and review the work of each student on their chapter five.
2. The second group meeting must occur on or before **August 13, 2018**, and review the case study done by each student.
3. A journal and attendance record of the group meetings will be required from a secretary for each group by **September 13, 2018**.
4. Groups may meet by phone conference, face-to-face, or via electronic conference.

F. Continue work with your field mentor, be involved in at least monthly sessions with your mentor, and report the 1) name, 2) contact information, and 3) a one page journal of session dates and reactions to the sessions to the lead teacher on the final assignment due date.

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## GRADING AND ASSESSMENT ITEMS

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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 2,700 pages) – 150 hours for the reading and 40 for the journaling = 190

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**)

Peer group attendance and journaling - 3 hours

Mentoring – 5 hours

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

### B. Criteria for Grades

Assessment is accomplished by evaluating participation and assignments around the outcomes of the concentration. There is one outcome in the area of being, two outcomes in the area of knowing, and five outcomes in the area of doing. The chart below describes the process of judging the integration of those outcomes. Distinctions become vague when the contribution of all experience to the cyclical process of true learning in the areas of being, knowing, and doing are considered. See the chapter rubric guidelines at the Doctor of Ministry web site for further information.

Outcome of the Concentration	Learning Resources Provided in This Module	Process of Assessment
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Transacting the vision of missional church through leadership development	Reading, Journaling, Class engagement	Chapter 5
<ol style="list-style-type: none"> <li>1. Agent of transformation and restoration</li> <li>2. Appreciation of multi-ethnic collaboration for mission</li> </ol>	Reading, Journaling, Class engagement	Chapter 5
<ol style="list-style-type: none"> <li>1. Utilizing coaching as a platform for leadership development</li> <li>2. Developing organic discipleship as a foundation for developing leaders</li> <li>3. Leading a movement of multiplication</li> <li>4. Facilitating community transformation through collaboration and networking</li> <li>5. Creating a culture of inclusivity for missional practice</li> </ol>	Reading, Journaling, Class engagement	Chapter 5

C. Grade Points

- Reading Journals and Reports - (90)
- Ministry Development Plan – (20)
- Chapter 5 – (100)
- Context Support Group – (10)
- Small Group Meetings – (10)

Report Regarding Mentor – (10)  
Journal During Intensive – (10)  
Total (250) 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-

#### D. Assignment Submission

Please submit assignments through Moodle.

E. Assignment submission / Late Submission deadlines will be applied as follows:

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: (no credit for the assignment)

Reading reports and reading journals for pre-intensive books are due the first session of the teaching intensive, February 4, 2018. If submitted late, the work will be discounted 10%. The remaining assignments are due (**September 13, 2018**).

F. Student grades will be recorded by **December 13, 2018**.

G. Graduation requires a 3.0 or better program GPA. Students who receive a DN for a module 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	<b>4.00 Target</b>	<b>3.00 Needs Improvement</b>	<b>2.00 Unsatisfactory</b>	<b>1.00 Unacceptable</b>
<b>Contents</b>	The chapter includes all of the following components: Description of the Ministry Context, Statement of the Task, Statement of the Problem, Delimitations of the Project, Description of the Project Process, and Definition of Terms.	Only 1 of the elements is missing.	Only 2 of the elements are missing.	More than 2 of the elements are missing.
<b>Description of the Ministry Context</b>	A concise/precise (no more than 2 pages) description of the context where the project will be implemented.	Sets a clear context for the implementation of the project, but is three to four pages in length.	What is shared about the context for the project is not concise (over 4 pages).	It is not clear what the context for the project is.
<b>Statement of the Problem</b>	The problem is clearly defined in one half-page and supported by clear, objective evidence.	The problem is clearly defined in a one half-page and supported by subjective evidence.	The problem is not clearly defined and/or not supported by evidence and/or more than one half-page.	The problem is not clearly defined, not supported by evidence, and more than one half-page.
<b>Statement of the Task</b>	Clearly states what you are going to do, with whom, and why.	Clearly states what you are going to do, with whom, but is less clear on why.	The what, who, and why are vague.	It is not evident what you intend to do, with whom or why.
<b>Delimitations of the Project</b>	Expresses a clear understanding of the self-imposed limitations of the project.	Expresses an understanding of the self-imposed limitations of the project.	It is unclear what the self-imposed limitations of the project are.	There are no self-imposed limitations.
<b>Description of the Project Process</b>	The section is well organized. It outlines a clear and logical sequence of steps.	The section is organized. One idea may seem out of place.	The outlined steps do not seem to have a logical flow.	Steps seem to be randomly organized.
<b>Definitions of Terms</b>	Terms central to the study and used throughout the project document are listed in alphabetical order. The terms are defined by the literature in the field with proper citation.	Terms central to the study and used throughout the project document are listed in alphabetical order. The terms are defined by professional sources such as a dictionary or encyclopedia with proper citation.	The terms are not in alphabetical order or cited properly.	Terms central to the study and used through the project document are not defined.
<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 are 1 or 2 spelling, grammar, or punctuation errors.	There are 3 or 4 spelling, grammar, or punctuation errors.	There are more than 4 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>	10-12 pages	13-15 pages	16-20 pages	More than 20 pages

## UNIVERSITY POLICIES

### **Classroom Seating**

Provide a statement about your policy on classroom seating (e.g., In order to facilitate learning everyone's name please select a permanent seat until instructed otherwise).

### **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.

### **Late Assignment Submission**

Place your policy on late submission here.

### **Additional Policies**

Include statements about other policies relevant to your class.

### **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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Michael Richard Cauley is the Performance Coaching Program Director. Michael works alongside other directors concerning recruitment, advertising, interviewing, scheduling, programming, and communicating with other faculty fellows concerning course content and students. Self-described as, “A curious learner passionate to help,” Michael brings over 15 years of experience as a turnaround and startup leader and eight years in academia.

As a scholar-practitioner, Michael is also principal of Goal Design, LLC, an organizational behavior and executive coaching firm. Certified as an Executive Coach with the Hudson Institute for Coaching and the International Coach Federation Michael works internationally and has worked with leaders at Full Plate Living, HCA, HealthTrust, Lowe’s, Metro Schools, Nissan, Ryder, SESAC, the State of Tennessee, the hospitality industry, local business, nonprofits, and NGOs.



His current research includes an exploration of outdoor space and assessment, creativity and courage. He is currently writing on the idea of becoming within the frame of Warren Bennis’ *On Becoming a Leader*. He enjoys backpacking with his wife, two daughters, and dog, Max.

10/9/2017