Welcome

**David Gyertson, Ph.D.** Dr. Gyertson is Professor of Leadership Formation and Renewal and serves administratively as Associate Provost and Dean of the Beeson School of Practical Theology at Asbury Theological Seminary. His areas of specializing include Christian leadership, applied theology, communication theory & practice, church history and higher education.

Gyertson has served as the president of three Christian universities, as a senior pastor in Methodist and Presbyterian congregations, and held executive leadership positions in religious, charitable and media environments in international and cross-cultural settings. He researches, publishes, teaches and coaches in the fields of leadership development, executive transitions, and organizational governance.

**COURSE DESCRIPTION**

The admonition to “have the same mindset as Christ Jesus” in our relationships and responsibilities provides the foundation for this course upon which we evaluate and apply theories of leadership to your own callings and contexts. Using a Wesleyan theological
perspective, we explore the anatomy of effective leadership by examining and then integrating theory/theology (mind), motivations (heart), relevant skills (hands), and life-long disciplines (habits) to understand Jesus’ Kenotic* leadership model (Philippians. 2). Students are challenged to cultivate related biblical and theological understandings to create a personalized model that informs their leadership calling, serves stakeholders and transforms their organizations.

Note: there are two resources uploaded in your online classroom that should be read first to better understand the emerging thinking on how kenosis informs a more integrated model of faith-based leadership - Gyertson’s “Foundations of Christian Leadership” and Bekker’s “The Philippians Hymn.”

*In Christian theology, kenosis (Greek: κένωσις, kénōsis, lit. [the act of emptying]) is the 'self-emptying' of Jesus' own will and becoming entirely receptive to God's divine will. The word ἐκένωσεν (ekénōsen) is used in Philippians 2:7, "[Jesus] made himself nothing ...". Note also that the leadership focus for kenosis in chapter 2 is more about doing the will of the Father and meeting the needs of the led than serving the needs and preferences of the leader. Jesus made Himself of no reputation and identified with those He came to serve in order to fulfill His redemptive mission.

PROGRAM LEARNING OUTCOMES (PLOs)

By the time students complete the D.Min. Program, they will have an accomplished or exceptional ability to:

1. Revisit foundations for sustainable ministry.
   - Being immersed in explicit Wesleyan practices of community-based formation around the priorities of scripture, reason, tradition and experience, participants will discover transformational habits for sustainable ministry lifestyles.

2. Foster ministry leadership vision, ethic and practice relevant to their ministry context and world.
   - By deeply engaging in analysis of one significant theme from their unique ministry context, participants establish a trajectory for life-long contribution.

3. Appreciate transformational demands within contemporary ministry organizational contexts such as congregations, non-profits and marketplace engagements through various analytic means of biblical, theological, social and cultural exegesis.
   - Participants must add to their biblical and theological exegesis, cultural- situational exegesis that informs ministry leadership practice on a daily basis.
STUDENT LEARNING OUTCOMES (SLOs)

By the end of DM(ORG)915A, students will have a developing ability to:

1. Demonstrate an integration of Wesleyan theology in leadership practice. (PLO #1)

2. Understand how a kenotic perspective integrates the four dimensions of the Anatomy of Leadership to inform students’ life’s calling. (PLO #2)

3. Articulate how kenotic leadership will reinforce, change and/or enhance students’ leadership motivations and practices within the context of their current or anticipated leadership role and identify the disciplines needed to ensure “leading like Jesus” for a lifetime. (PLO #3)

TEXTBOOKS & RESOURCES

The Anatomy of Kenotic Leadership

Kenotic leadership, which is the focus of this course, is based on the Jesus model of leadership as gleaned from Philippians chapter 2. Kenotic leaders are willing to empty themselves (κένωσις, kénōsis) of their rights, privileges, opportunities, needs and personal agendas to ensure the fidelity of the mission they have been given and the well-being of those through whom the mission will be accomplished.

Kenotic leaders think deeply about the theories and theologies that inform their leadership callings. They evaluate and keep current with the major theoretical constructs that emerge from valid research. For those who believe that leadership is a God-given, spiritually enriched and sacred calling, they explore the theological implications of leading as communicated in and modeled by the major teachings and figures of the Christian Scriptures.

Kenotic leaders examine the character and motivations at the heart of leadership - the who and why of their leadership calling. They believe character counts as an essential foundation. And they know that what drives them as leaders determines the legacy that will persist after they have left their positions of authority and influence. In particular, a desire to “lead like Jesus” is informed by the kenosis motivation that willingly sets aside privileges and perks as described in Philippians 2 to focus more on the needs of the led than on the needs, preferences, agendas or predispositions of the leader.

Kenotic leaders develop those skills and techniques relevant to their respective callings and contexts. Their hands know what to do and how to do it examining results against their organization’s stated goals and values. Evaluating the appropriateness of both means as well as ends is the focus of their leadership practices and strategies.
Finally, kenotic leaders **master the essential habits** that guide their thinking, guard their hearts and continuously equip their hands for the leadership mission they have accepted.

For DM(ORG)915A & B the **required readings** assignments assume that you will scan every page and participate in exercises, inventories or reflections as provided. The goal is to discover the theses presented and demonstrate mastery of the concepts. This may mean that some materials will read faster than others.

The **supplemental resources** are provided for those who want to explore other materials beyond the required texts to address your specific interests. These are not required but worth having in your bibliography for future reference. There usually are short summaries on the worldwide web of the contents, chapter headings as well as reviews that can help you explore relevance.

You also are encouraged to look for **distinctive materials** that speak more specifically to your own organizational or cultural contexts and employ these in the assignments as helpful. For our international students in particular, exploring leadership authors within your cultural context will be important to adapting a predominantly “western perspective” in the currently available research to your particular setting.

As you read, take time to determine where in the four quadrants of the **Leadership Anatomy**, as described in the instructions for the reflection paper below, these theses and concepts fit. Annotating will facilitate your contributions to the online forums, inform the major project(s) that will be due, and enhance your participation in the residency experience – saving you considerable backtracking.

**NOTE:** First read these two documents, found as PDF files in your online classroom, to gain a general understanding of the Kenotic Leadership model.

- Bekker, Corne J. The Philippians Hymn (2:5-11) as an early mimetic Christological model of Christian Leadership in Roman Philippi

**Required Reading**
• Bekker, Corne J. *The Philippians Hymn (2:5-11) as an early mimetic Christological model of Christian Leadership in Roman Philippi*. Provided in your online classroom.


Total pages: 2,020

**Suggested Reading (Optional)**


ASSIGNMENTS

To successfully complete this class, students must satisfactorily complete and submit all assignments on time and actively participate and contribute to the learning community.

1. **Online Discussion Forum: “Key Constructs of the Anatomy of Kenotic Leadership: Contributions of the Wesleyan Perspective” (20 points)**
   
   **Due Date:** June 3-17, 2019
   
   **Points/Percentage:** 20
   
   **Learning Outcome:** 1, 2

   On the first day your online class opens (June 3), you will find a discussion forum waiting there for you. Already organized by Legacy Groups, students will respond to the questions by posting reflections, reading group members’ thoughts, and responding to their posts as outlined for you in the assignment. This conversation will assist you in writing the first reflection paper.

2. **Reflection Paper: “Kenotic Leadership and Wesleyan Perspectives for Times Like These” (60 points)**
   
   **Due Date:** July 1, 2019
   
   **Points/Percentage:** 60
   
   **Learning Outcome:** 1, 2

   In addition to scripture, draw insights and supportive examples from the Required Reading to address the four dimensions of kenotic leadership. Discuss, where relevant, how your understandings of the historic Wesleyan perspectives contribute to a kenotic leadership model that integrates head, heart, hands, and habits in ways that address the
leadership challenges and opportunities for times like these. Your paper is to be organized with the following headings addressing the stated questions:

- **Head – Stretching the Leader’s Understandings:** What major themes and insights from your readings and reflections are important to becoming a well informed and continuing learner in the theory and theology of leadership? Identify those elements you believe are reinforced by historic Wesleyan thought and practice that encourage kenotic leadership.

- **Heart – Sanctifying the Leaders Character & Motivations:** What aspects of Wesleyan thought and practice speak particularly to the character and motivations of a kenotic leader? What theories of leadership (note Northouse) seem to be most compatible with these perspectives and why?

- **Hands – Enhancing the Leader’s Skills and Capabilities:** What skill sets are needed for effective kenotic leadership in times like these? Do these differ from past skills? If so, how and why?

- **Habits – Developing Lifelong Disciplines for Effective Kenotic Leadership:** What spiritual and professional disciplines are needed to be a kenotic leader in times like these? How do you see these guiding the mind, guarding the heart and developing the skills needed for a lifetime of growth in kenotic leadership?

Write 2-3 pages for each of the four categories (total of 8-12 pages; not to exceed 15 pages). See Additional Assignment Guidelines section for more details.

### 3. Course Participation (20 points)

**Due Date:** July 22 – 26, 2019  
**Points/Percentage:** 20  
**Learning Outcome:** 3

Complete all reading assignments before you arrive for residency. Be prepared to demonstrate consistent engagement with peers, faculty, guest speakers and planned activities throughout the residency.

<table>
<thead>
<tr>
<th>Assignment Description</th>
<th>SLO</th>
<th>Method of Assessment</th>
<th>Value /Due Date</th>
<th>Evaluator</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Assignment #1:</strong> Online Discussion Forum: “Key Constructs of the Anatomy of Kenotic Leadership: Contributions of the Wesleyan Perspective”</td>
<td>#1, 2</td>
<td>Online forum post responses</td>
<td>20% Due Date: 6/3-17/2019.</td>
<td>Faculty</td>
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<tr>
<td><strong>Assignment #2:</strong></td>
<td>#1, 2</td>
<td>8-12 pages; 12-pt font, double-spaced</td>
<td>60%</td>
<td>Faculty</td>
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Reflection Paper:
“Kenotic Leadership and Wesleyan Perspectives for Times Like These”

Due Date: 7/1/2019.
Upload to online classroom.

In-Residency

<table>
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<tr>
<th>Assignment Description</th>
<th>SLO</th>
<th>Method of Assessment</th>
<th>Value /Due Date</th>
<th>Evaluator</th>
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<tr>
<td>Assignment #3:</td>
<td>#3</td>
<td>Peer, faculty, guest speaker, planned activities engagement</td>
<td>20%</td>
<td>Faculty</td>
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<tr>
<td>Course Participation</td>
<td></td>
<td>Due Date: 7/22-26/2019.</td>
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**ADDITIONAL ASSIGNMENT GUIDELINES**

**Reflection Paper: “Kenotic Leadership and Wesleyan Perspectives for Times Like These”**: Your paper will be evaluated using the following criteria:

- The paper must include a thoughtful reflection on all four dimensions of the kenotic anatomy, responding to the questions listed. Identify specific and properly referenced insights for each dimension avoiding broad generalizations for each of the four dimensions. Note, where applicable, discuss how a Wesleyan perspective informs these insights. (6 points for each dimension = 24 points)

- The student uses the identified insights reflecting on how these inform a commitment to and application of kenotic leadership to the challenges and opportunities of times like these. Uses specific examples to illustrate an application to a current leadership context. (6 points for each dimension = 24 points)

- Quality of Writing: Paragraphs contain one main theme with support and examples. The transitions between paragraphs make it easy for the reader to follow the student’s reflections. Sentences have a clear subject and express just one point. The paper is free of repeated grammatical problems and gives proper credit to authors when their work is cited for support. Microsoft Word is the preferred processor. Use the MLA style template. (12 points)

  Exemplary = 55-60 points
  Accomplished = 50-54 points
  Developing = 44-49 points
  Beginning = 37-43 points
Fear Not!
At this point you may be somewhat overwhelmed and perhaps even intimidated by the tasks before you. For most of our students, Doctoral level studies represent a new and demanding challenge in their preparations to take the next steps in their callings. “Eat this elephant a bite at a time!” Step by step will get you to the end of this journey. And your faculty and the Doctor of Ministry team are praying for and readily available to take each step with you! Take hold of I Thessalonians 5:23-24 – be at peace, God has promised that He is faithful and He will provide all that you need to fulfill this next important step in your equipping.
<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Method of Assessment</th>
<th>Exemplary=4</th>
<th>Accomplished=3</th>
<th>Developing=2</th>
<th>Beginning=1</th>
<th>Evaluator</th>
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<tbody>
<tr>
<td>SLO #1: Demonstrate an integration of Wesleyan theology in leadership practice.</td>
<td>Online Discussion Forum</td>
<td>Demonstrates, at an exemplary level, an integration of Wesleyan theology in leadership practice</td>
<td>Demonstrates, at an accomplished level, an integration of Wesleyan theology in leadership practice</td>
<td>Demonstrates, at a developing level, an integration of Wesleyan theology in leadership practice</td>
<td>Demonstrates, at a beginning level, an integration of Wesleyan theology in leadership practice</td>
<td>Faculty</td>
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<tr>
<td>SLO #2: Understand how a kenotic perspective integrates the four dimensions of the Anatomy of Leadership to inform students’ life’s calling.</td>
<td>Reflection Paper</td>
<td>Demonstrates, at an exemplary level, a three-year plan for deepening spiritual and organizational formation in the student’s context.</td>
<td>Demonstrates, at an accomplished level, a three-year plan for deepening spiritual and organizational formation in the student’s context.</td>
<td>Demonstrates, at a developing level, a three-year plan for deepening spiritual and organizational formation in the student’s context.</td>
<td>Demonstrates, at a beginning level, a three-year plan for deepening spiritual and organizational formation in the student’s context.</td>
<td>Faculty</td>
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**Late Assignments:** Any assignment submitted after the due date and time will be reduced one numerical point for every day late. For example, two days late would reduce the grade from a 90 to an 88, unless the student talks to the professor ahead of time and receives permission to turn in the assignment late, based upon a legitimate excuse (such as illness).

**Incomplete Work:** “A grade of ‘I’ denotes that course work has not been completed *due to an unavoidable emergency*. Delinquency or attending to church work or other employment (i.e. being too busy) does *not* constitute an unavoidable emergency. Without an approved ‘I,’ a letter grade will be recorded based on grades received for completed work and an ‘F’ grade assigned to incomplete work” (ATS 2015-16 Student Handbook, page 67).

**Format of Papers:** Students must use MLA academic style for completing papers; this is also the required style for your dissertation. Use the MLA style template [http://www.easybib.com/guides/citation-guides/mla-format/](http://www.easybib.com/guides/citation-guides/mla-format/) unless otherwise directed by the instructor.
## GRADING

<table>
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<tr>
<th>Assignment</th>
<th>Weight/Point Value</th>
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<tr>
<td>Online Discussion Forum: “Key Constructs of the Anatomy of Kenotic Leadership: Contributions of the Wesleyan Perspective”</td>
<td>20</td>
</tr>
<tr>
<td>Reflection Paper: “Kenotic Leadership and Wesleyan Perspectives for Times Like These”</td>
<td>60</td>
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<tr>
<td>Course Participation</td>
<td>20</td>
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<td><strong>Total:</strong></td>
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### Grading Scale

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<tr>
<th>Letter</th>
<th>Lowest</th>
<th>Highest</th>
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<tbody>
<tr>
<td>A</td>
<td>95.00%</td>
<td>100.00%</td>
</tr>
<tr>
<td>A-</td>
<td>90.00%</td>
<td>94.99%</td>
</tr>
<tr>
<td>B+</td>
<td>87.00%</td>
<td>89.99%</td>
</tr>
<tr>
<td>B</td>
<td>84.00%</td>
<td>86.99%</td>
</tr>
<tr>
<td>B-</td>
<td>80.00%</td>
<td>83.99%</td>
</tr>
<tr>
<td>C+</td>
<td>77.00%</td>
<td>79.99%</td>
</tr>
<tr>
<td>C</td>
<td>74.00%</td>
<td>76.99%</td>
</tr>
<tr>
<td>C-</td>
<td>70.00%</td>
<td>73.99%</td>
</tr>
<tr>
<td>D+</td>
<td>67.00%</td>
<td>69.99%</td>
</tr>
<tr>
<td>D</td>
<td>64.00%</td>
<td>66.99%</td>
</tr>
<tr>
<td>D-</td>
<td>60.00%</td>
<td>63.99%</td>
</tr>
<tr>
<td>F</td>
<td>0.00%</td>
<td>59.99%</td>
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The unit of credit is a semester hour, which is defined as one hour of classroom work per week for one semester, or its equivalent. The 4.00 point system is used to compute grade point standing. The grading system is:

<table>
<thead>
<tr>
<th>GRADE</th>
<th>EVALUATION CRITERIA</th>
</tr>
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<tbody>
<tr>
<td>A</td>
<td>Exceptional work: surpassing outstanding achievement of course</td>
</tr>
<tr>
<td>Grade</td>
<td>Description</td>
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<tr>
<td>-------</td>
<td>-------------</td>
</tr>
<tr>
<td>B</td>
<td>Good, accomplished work: strong, significant achievement of course objectives</td>
</tr>
<tr>
<td>C</td>
<td>Acceptable work: basic, essential achievement of course objectives, developing potential</td>
</tr>
<tr>
<td>D</td>
<td>Marginal work: inadequate, minimal, beginning achievement of course objectives</td>
</tr>
<tr>
<td>F</td>
<td>Unacceptable work: failure to achieve course objectives</td>
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</tbody>
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Note: For the Doctor of Ministry Program, 80% or above is required to meet the program standard.

**CANVAS (LEARNING MANAGEMENT SYSTEM)**

Canvas is the new learning management system that Asbury is in the process of transitioning to for seminary classes. To access Canvas for the fall semester, log into [http://connect.asburyseminary.edu](http://connect.asburyseminary.edu) and click on the **Online Courses** tab (upper right corner) to access each course you are enrolled in. In the gray Navigation block on the left, click on **My courses** and then the desired course. You will see a link that will direct you to the Canvas website. Once you have logged in, it is recommended that you bookmark this page for easy access. The courses that you are enrolled in should appear as “course cards” on this page. You may navigate to your desired course here.

Information is arranged on the Canvas homepage as follows:

1. A banner introducing your course and instructor
2. **Course Related:**
   a. **Announcements** – class news and information
   b. **Course Questions** – students can post questions about the course and even answer each other
   c. **Student help link** for navigating Canvas
   d. **Prayer forum** – a forum where students can post prayer concerns and a great way to build community
   e. **Office Hours** – your instructor’s scheduled office hours availability
      (please note that this may vary based on your instructor)
   f. **Request a Conference** – additional information about your instructor’s conferencing availability
3. **Course Syllabus**
4. A reminder to access your course materials through the Modules section
5. Any further information and/or resources about the course from your instructor

In the Modules section, you will see the course materials labeled either by topics or weeks, depending upon the course organization. Assignment information, group discussion forums, and links to documents and class resources are located within the modules.
COURSE EVALUATIONS

Course evaluations are a vital part of Asbury Seminary’s efforts to achieve excellence in the classroom. At the end of the semester, you will receive an email with information and directions for completing course evaluations. Your responses are completely anonymous, and your participation is greatly appreciated. If you have questions or encounter problems accessing the evaluations, contact the Help Desk at helpdesk@asburyseminary.edu or by phone at 859.858.2100 or toll-free at 800.2ASBURY.

TECHNOLOGY REQUIREMENTS & SUPPORT

To take an online or hybrid class, you should be comfortable using e-mail, web browsers, word-processing software and be able to download files and create attachments. You will need the following in order to participate online:

- A computer with Windows 7 or MAC OS 10.6 or above
- An account with or regular access to an internet service provider (ISP)
- Reliable, high-speed internet (recommended)
- Word processing software
- A webcam (built-in or external) for video conferences, as needed
- A headset with microphone (preferable)

Contact the Help Desk for technical assistance accessing the online class, using electronic resources, or with other technical issues related to Asbury Seminary coursework.

- Email: helpdesk@asburyseminary.edu
- Phone: 859.858.2100 or 800.2ASBURY (toll free)

LIBRARY RESOURCES

Library resources, research support, and library loan are available via:

- Website: asbury.to/library
- Email: helpdesk@asburyseminary.edu
- Phone: 859.858.2100 or 800.2ASBURY (toll free)

Materials Requests

Use the links on the library website to search the library catalog for available materials. Students on the Kentucky or Florida campuses can use their student ID cards to check out materials in person. Books can be returned or mailed to the library at either the Kentucky or Florida campus.

Students may request books, photocopies, or emailed attachments of journal articles or portions of reference books from the library. Allow 3-10 business days for requests to be filled. Contact the library for costs and instructions on how to make requests, or view the online tutorial at guides.asburyseminary.edu/libraryloan.

Online Resources
• **Asbury Scholar** – Find library books, ebooks, journal articles, and other media at [asbury.to/library](http://asbury.to/library).

• **Databases** – Access links to online resources including the library catalog, online journal databases, encyclopedias, and more at [guides.asburyseminary.edu/az.php](http://guides.asburyseminary.edu/az.php).

**Research Assistance**

Students should contact Research Services in the library for research assistance. Help is available for general research questions, including how to find course materials online or navigate library resources. Training for supported Bible software or bibliographic management software is also available. Appointments can be made via:

- Website: [asbury.to/library](http://asbury.to/library)
- Email: helpdesk@asburyseminary.edu
- Phone: 859.858.2100 or 800.2ASBURY (toll free)

**The Writing Center**

- The goal of the Writing Center is to help students improve their graduate-level writing. Assistance is available both online and on the Kentucky campus to help with various aspects of the writing process, including structure and organization, grammar, punctuation, and citation formatting. Appointments can be made by contacting the library via:
  - Website: [asbury.to/library](http://asbury.to/library)
  - Email: helpdesk@asburyseminary.edu
  - Phone: 859.858.2100 or 800.2ASBURY (toll free)

- Students can sign up for 30-minute sessions on the library website at [asbury.to/library](http://asbury.to/library).

**POLICIES**

Each student is responsible for being familiar with seminary policies. Asbury Seminary reserves the right to change policies when necessary. Below are brief descriptions of a few seminary policies. For more detailed information regarding school policies, please refer to the ATS Student Handbook at [asburyseminary.edu/students/student-services/student-handbook/](http://asburyseminary.edu/students/student-services/student-handbook/)

**Attendance/Participation**

To progress satisfactorily and achieve learning outcomes in this class, students must meet the course requirements. DMin students are required to attend all classes during each residency.

**Disability Accommodations**

Asbury Theological Seminary provides reasonable accommodation on an individualized basis for qualified students with disabilities. Students are required to provide documentation of a disability prior to receiving classroom accommodations. Since accommodations may require early planning before or at the start of the term and are
generally not provided retroactively, students need to contact an Accommodations Officer as soon as possible. If you are a student with a disability and believe you require reasonable accommodations in this class, you will need to make an appointment with an Accommodations Officer in the Office of the Registrar on the Kentucky campus or in the Enrollment Management Office on the Florida campus. Students attending the Tennessee site should contact the Kentucky Registrar.

**Academic Integrity**

Academic integrity is expected of every student. Plagiarism, that is, “presenting … another’s ideas or writings as one’s own,” is considered a serious violation of integrity and is unacceptable. Detailed information, including the penalty for plagiarizing, is in the Student Handbook. For additional information about plagiarism, go to plagiarism.org

In this course we may utilize Unicheck, an automated system that compares students’ assignments with websites as well as a database of previously submitted student work. After the assignment is processed, instructors receive a report from unicheck.com that states if and how another person’s work was used in the assignment. For more information, see www.unicheck.com. If you have questions about academic honesty, please contact the library at helpdesk@asburyseminary.edu.

**Copyright Information**

The copyright law of the United States (title 17, United States Code) governs the making of photocopies or other reproductions of copyrighted material. Under certain conditions specified in the law, libraries and archives are authorized to furnish a photocopy or other reproduction. One of these specific conditions is that the photocopy or reproduction is not to be "used for any purpose other than private study, scholarship, or research." If a user makes a request for, or later uses, a photocopy or reproduction for purposes in excess of "fair use," that user may be liable for copyright infringement. This institution reserves the right to refuse to accept a copying order if, in its judgment, fulfillment of the order would involve violation of copyright law.

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