Asbury Theological Seminary Syllabus

DM(PLE) 918B: Seminar Four: Leading Change - Two
2.00 Credit Hours
Extended Learning/Online course
2024 Spring Session/February 5 – May 17, 2024

PROFESSOR INFORMATION

Name: Dr. Thomas Tumblin
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COURSE DESCRIPTION

This course examines biblically-informed principles related to the formation of the leadership skills of vision, mobilization and organizational development. The course is designed to describe and analyze the principles and processes of organizational development with a focus on use of various resources in accomplishing the organization's vision and mission. Taking this assumption as an imperative, participants are challenged to confront those obstacles in self, supervision, situation, system, strategy and society that may be poised to work against the realization of that ideal. The focus (texts, conversations, learning and experiences), therefore, is on those life-long priorities and practices that sustain missional leadership lifestyles and contributions. Special emphasis

is given to understanding the leader's role as a change agent and manager of organizational change.

PROGRAM LEARNING OUTCOMES

By the time students complete Asbury's D.Min. program, they will be able to:

PLO 1:
Practice Christian dispositions and habits in community for faithful living.
- D.Min. cohorts are immersed in community-based formation around the priorities of scripture, tradition, reason, and experience.

PLO 2:
Integrate leadership vision, ethic, and practice contextualized to their ministry setting.
- By methodically analyzing a specific ministry issue, D.Min. students contribute to the understanding of the practice of ministry.

PLO 3:
Reflect biblically, theologically, and culturally as a lifelong learner and leader in ministry.
- Students deepen their capacities for biblical, theological, and cultural exegesis as foundations for 21st century ministry around the world.

REQUIRED STUDENT LEARNING OUTCOMES

By the end of DM(PLE)918B, students will have an *accomplished to exceptional* ability to:

1. Evaluate ministry organizations based on sustainability in the mission to which they are called.   (PLO #1)
2. Estimate current capacities and strategies required for the faithful mobilization of staff, volunteers and community in achieving organizational goals. (PLO #2)[SEP]
3. Apply current organizational research resources to the problems/processes of ministry organizations to their own current mental models. (PLO #3)
4. Translate insights from organizational, situational and cultural analysis and diagnosis into ministry resources. (PLO #3)

ADDITIONAL STUDENT LEARNING OUTCOMES

N/A

COURSE INTRODUCTION

Welcome to Leading Change! The information below provides an introduction to your teaching team.

Thomas F. Tumblin, Ph.D. Dr. Tumblin served 10 years in ministry at Ginghamsburg United Methodist Church (Tipp City, Ohio) before joining the Asbury Theological Seminary faculty in 1999. He now serves as Associate Provost for Global Initiatives & Academic Affairs and Professor of Leadership at Asbury Seminary. He serves widely as a consultant to local congregations and as a leader in the academy.

REQUIRED TEXTBOOKS

Branson, Mark Lau and Juan F. Martinez. *Churches, Cultures and Leadership: A Practical Theology of Congregations and Ethnicities*. IVP Academic, 2011. (275 pages)

> $19.73 Paperback, ISBN: 978-0830839261
> $17.00 Kindle, ASIN: B005JWJA8C

Cameron, Kim S. and Robert E. Quinn. *Diagnosing and Changing Organizational Culture: Based on the Competing Values Framework, 3rd ed.* Jossey-Bass, 2011. (288 pages)

> $40.49 Paperback, ISBN: 978-0470650264
> $36.79 Kindle, ASIN: B004OC015Y

Fletcher, Michael. *Empowering Leadership: How a Leadership Development Culture Builds Better Leaders Faster*. Thomas Nelson: 2018. (224 pages)

> $13.99 Paperback, ISBN: 978-0718093761
> $9.99 Kindle, ASIN: B01MRJITZB

Heath, Dan. *Upstream: The Quest to Solve Problems Before They Happen*. Avid Reader Press/Simon & Schuster, 2020. (320 pages)

> $19.33 Hardcover, ISBN: 978-1982134723
> $14.99 Kindle, ASIN: B07THBM1M6

Kegan, Robert and Lisa Laskow Lahey. *Immunity to Change: How to Overcome it and Unlock the Potential in Yourself and Your Organization*. Harvard Business Review Press, 2009. (340 pages)

> $18.89 Hardcover, ISBN: 978-1422117361
> $17.95 Kindle, ASIN: B004OEILH2

McConnell, Douglas. *Cultural Insights for Christian Leaders: New Directions for Organizations Serving God's Mission*. Baker Academic: 2018. (224 pages)

> $15.00 Paperback, ISBN: 978-0801099656
> $12.99 Kindle, ASIN: B07933CWVM

Sinek, Simon. *The Infinite Game*. Portfolio, 2019. (272 pages)

> $19.33 Hardcover, ISBN: 978-0735213500
> $14.99 Kindle, ASIN: B079DWSYYB

Van Gelder, Craig, ed. *The Missional Church and Leadership Formation: Helping Congregations Develop Leadership Capacity*. Eerdmans, 2009. (248 pages)

> $20.33 Paperback, ISBN: 978-0802864932
> $9.99 Kindle, ASIN: B004BR2HPE

Total pages: 2,191

REQUIRED RESOURCES

There will also be chapters for you to read in your Canvas classroom. The following chapters come from Gallos, Joan V., ed. *Organization Development: A Jossey-Bass Reader*. John Wiley & Sons, 2006. 158 pages. (Provided within fair use copyright guidelines.)

- "Theories and Practices of Organizational Development" by John R. Austin and Jean M. Bartunek

- "The OD Core"; "Kurt Lewin and the Planned Approach to Change: A Reappraisal" by Bernard Burnes

- "Effective Intervention Activity" by Chris Argyris

- "Action Learning and Action Science: Are They Different?" by Joseph A. Raelin

- "Toward a Theory of Positive Organizational Change" by David L. Cooperrider and Leslie E. Sekerka

- "Leading Change: Why Transformation Efforts Fail" by John P. Kotter

- "The Congruence Model of Change" by David A. Nadler

RECOMMENDED TEXTBOOKS

N/A

RECOMMENDED RESOURCES

N/A

ASSIGNMENTS AND RUBRICS OR EVALUATION CRITERIA

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. Dissertation Status Report (20 points)

Due Date: TBD
Points/Percentage: 20
Learning Outcome: 1 & 2

Complete the Dissertation Status Report that is provided for you in your online classroom. This is an easy one, folks; just upload the completed form on time, and earn all 20 points!

- 1 day late = 18 points
- 2 days late = 15 points
- 3 days late = 12 points
- 4 days late = 10 points
- 5 days late = 5 points
- 6 or more days late = 0 points

2. Change Initiative Paper (70 points)

Due Date: TBD
Points/Percentage: 70
Learning Outcome: 1, 2, 3, 4

Describe in a 10-12 page, double-spaced paper a change initiative. Use the organizational scan completed at the start of the course as your context. Using course materials to critique the change initiative, analyze the change event. What change are/were you hoping to realize? Why? How will/did you get there? What role will/did each participant have once the transition is/was complete? (Cp. Bridges' 4 Ps model: picture, purpose, plan and part each stakeholder will play in the new reality.)

1. In about 2 pages, describe your change initiative. Feel free to adapt what you wrote in the first assignment in a summary form to give contextual background.

2. In the next 6-7 pages, use the course content and readings and at least 10 outside sources to critique how you led/are leading the change initiative. How did subcultures influence the change and transition? How was conflict handled? What was the role, if any, of concepts like reciprocity, deference, shame/guilt in the change event? How has it strengthened the missional priorities in your ministry? How was leadership development impacted? Where were the disappointments, maybe even failures, and what would you do differently?

3. In the final 2-3 pages, describe how your own leadership may or may not be more effective given what you have experienced in the course. What changes have occurred in your own leadership intelligence?

Think in terms of a 10-12-page paper, double-spaced with strong and rich citations. The goal is to allow the paper to heighten our capacity for change agentry in complex settings, even in our own context. You will work with a peer in the course to practice coaching change by commenting on his/her change event. See the instructions for DM(ORG)916B "Theological Foundations and Coaching Plan" paper.

3. Reading Log (0 points)

Due Date: TBD
Points/Percentage: 0
Learning Outcome: 1, 2, 3, 4

Create a single-spaced document that has one paragraph for each of the nine texts. The paragraph should follow this example of Title, % of text read, and 1-2 paragraphs summarizing three key learnings from the text that will impact your ministry. When you are finished, you should have at least nine paragraphs indicating how much you have read of each text and a summary of key take-aways. Here is an example:

Who Moved My Cheese (Johnson) 100%

Resistance to change increases when people are not prepared for it, when it comes unexpectedly. I need to commit to the due diligence in my congregation of building buy-in. I need also to foster a culture that embraces the need for change on a regular basis so the cheese (status quo) does not grow "stale." When changes do happen, we need to create avenues to celebrate progress and the benefits of the change while anticipating that we will never be done growing and transforming.

4. Legacy Group Discussion (10 points)

Due Date: TBD
Points/Percentage: 10
Learning Outcome: 1, 2, 3, 4

Convene your Legacy Group to discuss the implications of this course in your life and ministry. For example, what progress have you made on your Immunity to Change journey? How are you navigating the change initiative in your own setting? How are you attending to dynamics of power and culture in your ministry? How are you growing as a movemental leader? Once your Legacy Group has met, take the Legacy Group Quiz on Canvas, a one question (yes/no) survey indicating whether or not you have fulfilled this expectation.

Assignments				
Assignment Description	SLO	Method of Assessment	Value /Due Date	Evaluator
Assignment #1: Dissertation Status Report	#1, 2	Completed report form	20% Due Date: TBD Upload to online classroom.	Faculty
Assignment #2: Change Initiative Paper	#1,2, 3,4	15-18 page paper	70% Due Date: TBD Upload to online classroom.	Faculty
Assignment #3: Reading Log	#1,2, 3,4	1-2 page paper	0% Due Date: TBD Upload to online classroom.	Faculty
Assignment #4: Legacy Group Discussion	#1,2, 3,4	Legacy Group Quiz after the meeting	10% Due Date: TBD	Faculty

COURSE SCHEDULE

N/A

ADDITIONAL ASSIGNMENT GUIDELINES

See next pages.

Student Learning Outcomes	Method of Assessment	Exemplary=4	Accomplished=3	Developing=2	Beginning=1	Evaluator
SLO #3: Apply current organizational research resources to the problems/processes of ministry organizations to their own current mental models.	Change Initiative Paper	*Applies, at an exemplary level, current organizational research resources to the problems/processes of ministry organizations to their own current mental models.*	*Applies, at an accomplished level, current organizational research resources to the problems/processes of ministry organizations to their own current mental models.*	*Applies, at a developing level, current organizational research resources to the problems/processes of ministry organizations to their own current mental models.*	*Applies, at a beginning level, current organizational research resources to the problems/processes of ministry organizations to their own current mental models.*	Faculty
SLO #4: Translate insights from organizational, situational and cultural analysis and diagnosis into ministry resources.	Reading Log	*Translates, at an exemplary level, insights from organizational, situational and cultural analysis and diagnosis into ministry resources.*	*Translates, at an accomplished level, insights from organizational, situational and cultural analysis and diagnosis into ministry resources.*	*Translates, at a developing level, insights from organizational, situational and cultural analysis and diagnosis into ministry resources.*	*Translates, at a beginning level, insights from organizational, situational and cultural analysis and diagnosis into ministry resources.*	Faculty

Attendance/Participation: To progress satisfactorily and achieve learning outcomes in this class, students must meet the course requirements. Students are responsible for notifying instructors of the reason for any absences as soon as possible and are accountable for all assignments. Makeup quizzes or exams are generally not permitted unless previously arranged with the instructor. Each faculty member will provide a written attendance policy for each class and also go over that policy on the first day of class for the course. Refer to the ATS Student Handbook for additional information regarding attendance policies and excused absences.

Late Assignments: Any assignment submitted after the due date and time will be reduced two numerical points for every day late. For example, two days late would reduce the grade from a 90 to an 86, 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).

Format of Papers: Students must use MLA academic style for completing papers; this is also the required style for your dissertation.

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 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).

Letter	Lowest	Highest
A	94.00%	100.00%
A-	90.00%	93.99%
B+	87.00%	89.99%
B	84.00%	86.99%
B-	80.00%	83.99%
C+	77.00%	79.99%
C	74.00%	76.99%
C-	70.00%	73.99%
D+	67.00%	69.99%
D	64.00%	66.99%
D-	60.00%	63.99%
F	0.00%	59.99%

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:

GRADE	EVALUATION CRITERIA
A	Exceptional work: surpassing outstanding achievement of course objectives

B	Good work: strong, significant achievement of course objectives
C	Acceptable work: basic, essential achievement of course objectives
D	Marginal work: inadequate, minimal achievement of course objectives
F	Unacceptable work: failure to achieve course objectives

GRADING

Assignment	Weight/Point Value
Dissertation Status Report	20
Change Initiative Paper	70
Reading Log	0
Legacy Group Discussion	10
	Total: 100

CANVAS (LEARNING MANAGEMENT SYSTEM)

Canvas is the learning management system used for Asbury seminary classes. Log into http://connect.asburyseminary.edu and click on the **flashing cube** (upper right corner) to access a link 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 your Dashboard. You may navigate to your desired course here. If you do not see your course, or there is nothing in your course, please contact your professor.

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.
- Databases – Access links to online resources including the library catalog, online journal databases, encyclopedias, and more at 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

- 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/writingcenter
    - 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.

<div align="center">POLICIES</div>

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/

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 (through SpeedGrader™) 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.

By using online media resources, students are consenting to abide by this copyright policy. Any duplication, reproduction, or modification of this material without express written consent from Asbury Theological Seminary and/or the original publisher is strictly prohibited.

ZOOM

Courses may use Zoom for synchronous online instruction. These sessions may be recorded by the professor and posted into the Canvas classroom. The recorded sessions will not be downloadable, and will not be used by the professor in future classes unless there is documented permission from all of the students in the recording. Chat rooms in a Zoom call are recorded and discretion should be exercised when using the chat feature, including in private rooms.

Video recordings may be considered educational records under the Family Education Rights & Privacy Act (FERPA) and will be protected as such by the Seminary. Zoom collects only minimal client information and ensures that information is kept secure (https://zoom.us/docs/doc/FERPA%20Guide.pdf).

Requests for accessibility accommodations related to Zoom will be dealt with on a case-by-case basis as described above under Disability Accommodations.

APPENDIX

N/A