

Asbury Theological Seminary Syllabus



DM(MLC)916B, X1: Seminar II – Organizational Leadership in the Sacramental Tradition

2 Credit Hours

Wilmore, Kentucky/Hybrid

Online: September 7 – December 17, 2021

PROFESSOR INFORMATION

Professors: Winfield Bevins and Tom Tumblin

Email: winfield.bevins@asburyseminary.edu and tom.tumblin@asburyseminary.edu



Welcome to Organizational Leadership in the Sacramental Tradition! The information below provides an introduction to your teaching team.

Winfield Bevins, D.Min. Dr. Winfield Bevins is Director of Church Planting at Asbury Seminary. He has a passionate to equip others for missional engagement in a post-Christian context. As a seasoned practitioner, he has helped plant churches and has been instrumental in launching several church planting networks. He frequently speaks at conferences on a variety of topics and is a regular adjunct professor at several seminaries. He is the author of several books, including *Ever Ancient Ever New: The Allure of Liturgy for a New Generation*, *Church Planting Revolution*, and *Marks of a Movement: What the Church Today Can Learn from the Wesleyan Revival*. As an author, one of his passions is to help others connect to the roots of the Christian faith for spiritual formation and mission. He and his wife Kay have three beautiful girls Elizabeth, Anna Belle, and Caroline and live in the Bluegrass state of Kentucky. You can find out more about him at his website winfieldbevins.com.

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

COURSE DESCRIPTION

This second MLC seminar set examines the life and character of the leader, especially in relation to obstacles to organizational vision, risk and change. In addition, the class studies elements of adaptive leadership required for guiding missional church discipleship in the dynamic, rapid-change global realities of the 21st century.

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(MLC)916B, students will have an *accomplished to exceptional* ability to:

1. Identify personal obstacles to initiating change in ministry. (PLO #1)
2. Understand implications of change for organizational systems. (PLO# 2)
3. Evaluate their current organizational system for developing disciple-making leaders. (PLO #3)

TEXTBOOKS & RESOURCES

Required Reading

Collins, Jim. *Good to Great: Why Some Companies Make the Leap and Others Don't*. HarperBusiness, 2001. (400 pages)

\$11.88 Hardcover, ISBN: 978-0066620992

\$15.99 Kindle, ASIN: B0058DRUV6

Crouch, Andy. *Playing God: Redeeming the Gift of Power*. IVP Books, 2013. (289 pages)

\$16.92 Hardcover, ISBN: 978-0830837656

\$16.07 Kindle, ASIN: B00F44LQ6Y

Friedman, Edwin H. *A Failure of Nerve: Leadership in the Age of the Quick Fix*. Revised ed. Church Publishing, 2017. (288 pages)

\$23.15 Paperback, ISBN: 978-1596272798

\$9.45 Kindle, ASIN: B071R6P7MJ

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)

\$19.15 Hardcover, ISBN: 978-1422117361

\$18.19 Kindle, ASIN: B004OEILH2

Perry, Aaron and Bryan Easley, eds. *Leadership the Wesleyan Way: An Anthology for Forming Leaders in Wesleyan Thought and Practice*. Emeth Press, 2016. Selected chapters: 1-3, 8-9, 12, 25, 28. (200 pages)

\$33.17 Paperback, ISBN: 978-1609471026

\$9.99 Kindle, ASIN: B07H6XLSF7

Snyder, Howard A. *The Radical Wesley: The Patterns and Practices of a Movement Maker*. Seedbed Publishing, 2014. (214 pages)

\$18.95 Paperback, ISBN: 978-1628240870

\$10.99 Kindle, ASIN: B00KM7T0BG

Watson, Kevin M. *The Class Meeting: Reclaiming a Forgotten (and Essential) Small Group Experience*. Seedbed Publishing, 2013. (129 pages)

\$16.95 Paperback, ISBN: 978-1628240580

\$10.99 Kindle, B00GXBBM7U

Total pages: **1,860**

Suggested Reading (Optional)

(none)

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. Discipleship Change Initiative Paper (75 points)

Due Date: November 1, 2021

Points/Percentage: 75

Learning Outcome: 2, 3

Describe a change initiative in your discipleship context, as described in your organizational scan completed at the start of the course. Use course materials to critique the change initiative. What change are you hoping to realize? Why? How will you get there? What role will each participant have once the transition is complete? (Cp. Bridges' 4 Ps model: picture, purpose, plan and part each will play in the new reality.)

1. In 3 – 4 pages, describe your discipleship 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 8 – 10 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 discipleship 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 discipleship 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 3 – 4 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 15 – 18-page paper, double-spaced with strong and rich citations. The goal is to allow the paper heighten our capacity for change agency in complex settings, even in our own context.

Identify a change initiative in your context for analysis. Use all of course content to critique the change initiative and suggest how you would lead differently if you would be able to do so.

Include at least 10 sources beyond the course readings.

2. Dissertation Progress Report (25 points)

Due Date: November 19, 2019

Points/Percentage: 25

Learning Outcome: 1

Complete the rubric for whichever chapter you have most recently completed (Chapters 1, 2, or 3). The rubric is posted in your cohort and academic online classrooms.

Post-Residency				
Assignment Description	SLO	Method of Assessment	Value /Due Date	Evaluator
Assignment #1: Discipleship Change Initiative Paper	#2, 3	15-18 page paper (double-spaced, 12-point Times New Roman font)	75% Due Date: 11/1/2021. Upload to online classroom.	Faculty
Assignment #2: Dissertation Progress Report	#1	Progress report on most recently completed dissertation chapter	25% Due Date: 11/19/2021. Upload to online classroom.	Faculty

ADDITIONAL ASSIGNMENT GUIDELINES

See next pages.

Student Learning Outcomes	Method of Assessment	Exemplary=4	Accomplished=3	Developing=2	Beginning=1	Evaluator
SLO #1: Identify personal obstacles to initiating change in ministry.	Dissertation Progress Report	<i>Identifies, at an exemplary level, personal obstacles to initiating change in ministry.</i>	<i>Identifies, at an accomplished level, personal obstacles to initiating change in ministry.</i>	<i>Identifies, at a developing level, personal obstacles to initiating change in ministry.</i>	<i>Identifies, at a beginning level, personal obstacles to initiating change in ministry.</i>	Faculty
SLO #2: Understand implications of change for organizational systems.	Discipleship Change Initiative Paper	<i>Understands, at an exemplary level, implications of change for organizational systems.</i>	<i>Understands, at an accomplished level, implications of change for organizational systems.</i>	<i>Understands, at a developing level, implications of change for organizational systems.</i>	<i>Understands, at a beginning level, implications of change for organizational systems.</i>	Faculty
SLO #3: Evaluate their current organizational system for developing disciple-making leaders.	Discipleship Change Initiative Paper	<i>Evaluates, at an exemplary level, their current organizational system for developing disciple-making leaders.</i>	<i>Evaluates, at an accomplished level, their current organizational system for developing disciple-making leaders.</i>	<i>Evaluates, at a developing level, their current organizational system for developing disciple-making leaders.</i>	<i>Evaluates, at a beginning level, their current organizational system for developing disciple-making leaders.</i>	Faculty

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.

GRADING

Assignment	Weight/Point Value
Discipleship Change Initiative Paper	75
Dissertation Progress Report	25
	Total: 100

Grading Scale

Letter	Lowest	Highest
A	95.00%	100.00%
A-	90.00%	94.99%
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, accomplished work: strong, significant achievement of course objectives
C	Acceptable work: basic, essential achievement of course objectives, developing potential
D	Marginal work: inadequate, minimal, beginning achievement of course objectives
F	Unacceptable work: failure to achieve course objectives

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> 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.
- *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/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.

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/

Attendance/Participation

To progress satisfactorily and achieve learning outcomes in this class, students must meet the course requirements. D.Min. 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.

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.