1-1-2009

CL 614 Leading Groups and Organizations

Thomas F. Tumblin

<p style="text-align:center">Syllabus</p>

Course: CL614 W1 (SP 2009)
Title: Leading Groups & Organizations
Hours: 3.00
Published: Yes, on 02/02/2009
Prerequisites:

None

Department: Christian Leadership
Faculty: Dr. Tom Tumblin

Email: tom.tumblin@asburyseminary.edu
Office:
SPO: 950

Meetings:

During 02/09/2009 to 05/22/2009 on Tuesday from 1:00p to 3:45p in
AD306.

Maximum Registration: 40
Catalog Description: This course combines organizational psychology, ecclesiology, and leadership studies to move the student to an understanding of organizational and group dynamics. Students will develop proficiency in the analysis and development of organizations. Meets with ML714 on the Wilmore campus.

Objectives:

CL614/ML714 Leading Groups & Organizations

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CL614/ML714 Leading Groups and Organizations
Professor: Thomas F. Tumblin, Ph.D.
Office: BC116 (859-858-2301)
Teaching Intern: William Udotong, M.A.
Tuesdays 1:00 – 3:45 p.m., Wilmore Campus, Spring 2009
(Version 11/08)

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Purpose:
This course combines organizational psychology, ecclesiology, and leadership studies to move the student to an understanding of organizational and group dynamics. Students will develop proficiency in the analysis and development of organizations.

Course Design:
This course, an adaptation of Dr. Russell West's approach, is designed to be conducted in a non-conventional way. Rather than lecture about organizational behavior, the course design makes use of simulated and real leadership-needy episodes to evoke managerial action and reaction. Participants learn from their own organizational behavior through a real-time simulation called "The Doulos Group." Each week, as peers take turns providing managerial leadership for this service agency, we will collectively apply learning from reading, lectures and personal experience to make sense of the theory behind situational developments, opportunities, set-backs and surprises. The Doulos Group simulation challenges participants to "leave a legacy" by providing excellent service to local clients while also developing an excellent organizational culture. Grading for the experience is both individually-based and group-based.

Objectives:
Upon completion of this course the student will be able to:
1. Articulate four common objectives of leadership:
   · Demonstrate an understanding of the four classic organizational frames and contingency leadership.
   · Recognize selected organizational change processes and how to resolve the inherent conflict that accompanies change.
   · Practice the basic disciplines for personal leadership development and demonstrate a comprehension of key strategies for developing other servant leaders.
   · Use biblical and theological criteria for evaluating leadership style and practice.

1. Demonstrate the ability to use organizational leadership learning by conducting organizational design, diagnostics and interventions.
2. Integrate organizational leadership concepts with one's ministry philosophy/practice.
3. Translate critical awareness of leadership reflexes to organizational performance.
4. Reflect increasing team intelligence by cooperating with group members to achieve a significant organization-based service learning project.

Required Reading* (Masters and Doctoral Students):

Building the Bridge as You Walk on It by Robert E. Quinn (Hoboken, NJ: John Wiley
     and Sons, 2004), 256 pages, ISBN: 978-0-7879-7112-0.
Discussing the Undiscussable by William Noonan (Hoboken, NY: John Wiley and Sons,
     2007), 288 pages, ISBN: 978-0-7879-8632-2.
How the Way We Talk Can Change the Way We Act by Robert Kegan and Lisa L. Lahey
     (San Francisco, CA: Jossey-Bass, 2002), 256 pages, ISBN: 978-0-7879-6379-
     6378-1.
Masterplanning by Bob Biehl (Nashville: Broadman and Holman Publishers, 2005), 280
     pages, ISBN: 0805460969.
Organization Theory by Ann L. Cunliffe (Thousand Oaks, CA, Sage Publications, 2008).
     184 pages, ISBN: 978-1-4129-3549-4.
The Virtuous Organization by Charles C. Manz, et al. (eds) (Hackensack, NJ: World
     Scientific Publishing, 2008), 316 pages, ISBN: 978-981-281-859-1
Why Non-Profits Fail by Stephen R. Block (San Francisco, CA: Jossey-Bass Publishers,
     2003), 208 pages, ISBN: 978-0-7879-6409-2.

Additional Reading* (Doctoral Students):

Making Sense of the Organization by Karl E. Weick (Malden, MA: Blackwell
      Publishers, 2001), 496 pages, ISBN: 978-0-6312-2319-1.

Organizational Culture and Leadership (3rd ed.) by Edgar H. Schein (San Francisco, CA:
      2004), 464 pages, ISBN: 978-0-7879-6845-8.

Reframing Organizations (4th ed.) by Lee G. Bolman and Terrence E. Deal (Hoboken,
      NJ: John Wiley and Sons, 2008), 544 pages, ISBN: 978-0-7879-8799-2.

*There will selected articles during the course as well.

Other Suggested Resources:

Crisis and Renewal by David K. Hurst (Boston: Harvard Business School Press, 2002),
      250 pages.

Diagnosing and Changing Organizational Culture (Revised Edition) by Kim S. Cameron
      and Robert E. Quinn (San Francisco: Jossey-Bass, 2006), 87 pages. (ISBN 978-0-
      7879-8283-6)

Diagnosing Organizations: Methods. Models and Processes, 3rd ed. by Michael I.
      Harrison (Thousand Oaks, CA, Sage Publications, 2005).

Hit the Bullseye: How Denominations Can Aim the Congregation at the Mission Field by
      Paul D. Borden (Nashville: Abingdon, 2003), 144 pages.

How to Change Your Church (Without Killing It) by Jim Mellado, et al. (Waco, TX:
      Word Publishing, 2000) 200 pages.

How Your Church Family Works by Peter L. Steinke (Chicago: Alban Institute,
      1993), 128 pages. [Adaptation of Bowen & Friedman]

Inside the Leader's Head by Virginia Todd Holeman and Stephen L Martyn (Nashville:
      Abingdon Press, 2008), xxx pages, ISBN: 978-0-6876-4728-6

Leadership on the Line: Staying Alive Through the Dangers of Leading by Ronald A.
      Heifetz and Martin Linsky (Boston: Harvard Business School Press, 2002).

Made to Stick: Why Some Ideas Survive and Others Die by Chip Heath and Dan Heath
      (NY: Random House Publishing, 2007), 300 pages.

Making Spiritual Sense: Christian Leaders as Spiritual Interpreters by Scott Cormode
      (Nashville: Abingdon Press, 2007), xxx pages.

Managing Corporate Lifecycles, Rev'd. Ed. by Ichak Adizes (NY: Prentice Hall Press,
      1999), 460 pages.

Management Skills: A Jossey-Bass Reader (San Francisco, CA: Jossey-Bass, 2004), 832
      pages, ISBN: 978-0-7879-7341-4.

Memories, Hopes and Conversations: Appreciative Inquiry and Congregational Change
      by Mark Lau Branson (Chicago: Alban Institute, 2004), 141 pages.

Resonant Leadership by Richard Boyatzis and Annie McKee (Boston: Harvard Business
      School Press, 2005), 286 pages. (ISBN: 1-59139-563-1)

Six Disciplines for Excellence by Gary Harpst (Findlay, OH: Six Disciplines Leadership
      Center, 2004), 287 pages, ISBN: 0-9748587-0-6.

Small Group and Team Communication by Thomas E. Harris and John C. Sherblom
      (Needham Heights, MA: Allyn and Bacon, 1999), 285 pages, ISBN: 978-0-2052-
      8989-9

The Handbook of Group Research and Practice by Susan A Wheelan (Thousand Oaks,
      CA: Sage Publications, 2005), 590 pages, ISBN: 978-0-7619-2958-1.

The Social Psychology of Behavior in Small Groups by Donald C. Pennington (NY:

Taylor and Francis, 2002), 244 pages, ISBN: 978-0-4152-3099-5.
Trust and Distrust in Organizations by Roderick M. Kramer and Karen S. Cook (eds)
(NY: Russell Sage Foundation, 2004), 368 pages, ISBN: 978-0-8715-4485-8

Assignments (e-mailed soft copies only please):

By Tuesday, March 3, March 31 and April 21 (Formative Papers)

Write a five page, double-spaced, personal integration paper detailing your progress in your Doulos
Group and the synthesis of your readings.

By Tuesday, April 7 (Team Formative Paper) (Toyota Plant Tour)

Write a 5-7 page, double-spaced, analysis of your team's field notes from the Toyota Plant Tour. (One
paper per team.)

By Monday, May 18

1. Masters Students: Write a 15-20 page, double-spaced, integrative paper
   Doctoral Students: Write a 20-25 page, double-spaced, integrative paper that links the course
   learnings with your proposed research area. Ensure a strong meta-analysis of the themes and
   presuppositions in your reasoning.

   Reflecting on the Doulos Group simulation, participants will write a scholarly organizational learning
   paper. The paper allows participants to demonstrate how leadership insights are being integrated from
   texts, course lectures, simulation and service learning. Using the four-part pattern offered below,
   emphasize how these lessons have impacted your own ministry leadership values, philosophy and
   practices. Excellent papers will make obvious to the professor using copious citations how you have
   adopted, adapted and integrated course materials – texts, axioms, lectures and conversations – into
   your emerging leadership ethic. I am looking for serous engagement of all of the course experience
   and content.

   After an initial introduction of your approach to the paper, the paper should be organized under four
   section headings:

   ·   Organizational Level Leadership Reflex Learning: you will demonstrate growing mastery of
       course materials through scholarly analysis of organizational processes, episodes and
       outcomes. Using the vocabulary from the course materials, these observations and analysis
       should focus on developments that transcend team and personal level leadership reflex
       learning. Your objective is to reflect on a macro scale the systems developments, life-cycle
       trends or structural decisions that affected the outworking of the organizational process. Finish
       this section by discussing 3-5 axioms particularly relevant to the organizational level view.

   ·   Team Level Leadership Reflex Learning: you will demonstrate integration of team-level
       insights from texts, lectures and experiences through reflection on your multiple roles as a
       team leader and member. I am relying on this section to a detailed understanding of what
       actually occurred in your group from your perspective. Using concrete episodes and
       vocabulary gained from the course, discuss insights gained from the team-level engagement.
       Finish the section by discussing 3-5 axioms particularly relevant to your team-level
       experience.

·   Personal Level Leadership Reflex Learning: your own leadership reflexes are the focus of this section. Using the vocabulary of the course readings and lectures, reflect on the insights gained about your executive, team and personal leadership reflexes. Finish this section by discussing 3-5 axioms particularly relevant to your personal level experience.

·   Future Direction for Your Leadership Reflex Learning: conclude the paper with a discussion of future directions for values, themes and ethics derived from this course.

·   For doctoral students: using the additional readings and your broader doctoral insights/learnings, write an epilogue section to your paper applying the ideas of your doctoral texts to highlight themes and issues "behind" the course experiences. For example, how did members of your team "make meaning" of their team life? What framing issues seemed to recur throughout the course? What hermeneutics did you observe throughout the term?

Grading:

Formative Papers (3 @ 5 pages each) – 20% of grade
Course and Team Participation (including Toyota Plant team analysis) – 20% of grade
Final Paper – (15-20 pages) – 60% of grade

Grading will be based on the criteria found in the ATS Catalog as revised by the Faculty in 12/00. Grade increments (+/-) fall within the standards below.
A = Exceptional work: surpassing, markedly 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

Rubric for Papers:

Exceptional: Clear, precise and creative writing that interacts both with the course material and outside sources (ten or more outside sources) and experiences. Shows unusual integration and application of the course to one's own development. Adheres to Slade's guidelines for form and style. Outstanding model of theological reflection and critical thinking.

Good: Strong writing that interacts with the course material and draws upon life experiences. Show genuine points of application of the course to one's own development with some use of outside sources. Strong form and style. Impressive theological reflection and critical thinking.

Acceptable: Average writing that interacts with the course material and occasional links to life experiences. Few, if any, outside sources. Little application to one's own development. Generally consistent form and style. Moderate theological reflection and critical thinking.

Adapted from the insights of Dr. James Hampton, here are some more helps as you compose your paper:

Paper Qualities to Pursue	Paper Qualities to Avoid

- Particularly articulate and/or worded with exceptional clarity and precision
- Particularly insightful interaction with the material, including exceptional critique or the recognition of the more profound implications of certain positions
- Presentation which moves beyond mere repetition of the arguments of others
- Evidence of research that goes beyond what is required for the assignment
- Conclusions which effectively summarize critique and which propose solutions
- Critical interaction which probes deeply into the arguments at hand

- Misspellings
- Incomplete sentences
- Grammatical errors
- Punctuation errors
- Poor overall structure
- Awkward constructions
- Failure to interact critically with the material
- "Stream of consciousness" writing
- Answering a different question
- Presentation of a weak conclusion
- Presentation of a weak argument
- Faulty logic
- Failure to show strengths and weaknesses of arguments

Course Outline:

Module	Topic via Group Stages	Reading
1	Forming (Due: February 24)	Books: *Building the Bridge as You Walk on It, Organization Theory* Article: "Visionary Organizations" (Collins)
2	Storming (Due: March 24)	Books: *The Virtuous Organization* (pp. 1-112), *Why Non-Profits Fail, MasterPlanning* Article: "Journey to the Soul of the Organization" (Potter)
3	Norming (Due: April 14)	Books: *The Virtuous Organization* (pp. 113-208), *How Changing the Way We Talk…* Article: "Total System Power" (Oshry)
4	Performing (Due: May 5)	Books: *The Virtuous Organization* (pp. 209ff), *Discussing the Undiscussable* Article: "Exploring the Empty Spaces of Organizing" (Hatch)

Other Information:

Online Section Descriptions and Communication Guidelines

The Virtual Classroom is built upon the open-source Moodle platform. By logging into http://one.asburyseminary.edu and clicking on the Virtual Campus tab (upper right corner) you will have access to this course and be able to collaborate with participant-colleagues and me throughout the course.

The following are functions with which you should familiarize yourself:

1.The Course Information Center contains many features to be used throughout the semester: a) Course News

and Announcements, where I will post items important for the entire class; b) Syllabus, where a copy of the syllabus is provided; c) To Professor, which is a way for you to post a message directly to me and we can discuss an issue privately; d) Course Questions, which is a public forum where you can publicly post any questions you have regarding the course so others may see your message and respond. Anytime you have a question or comment about the course, the schedule, the assignments, or anything else that may be of interest to other participants and me you should post it to the Course Questions Forum; e) Prayer Forum, which is a public forum where you can post prayer concerns and praises for all to see. This is a way for us to build community; f) Open Forum, which is a public forum where you can post anything that is not course-related for all to see. Examples include someone getting married, an upcoming birthday, discussions on topics not course-related, etc. This is a way for us to build community.

2. Modules, which are located below the Course Information Center, will contain forums where group discussions will take place, documents or other files to download or view online, and assignment links where you will post your assignments to me. Modules will be clearly labeled so you can follow along during the semester.

Virtual Support Contact Information

For technical support, library research support, library loans and virtual media contact Information Commons:
//';l[1]='a';l[2]='/';l[3]='<';l[4]=' 117';l[5]=' 100';l[6]=' 101';l[7]=' 46';l[8]=' 121';l[9]=' 114';l[10]=' 97';l[11]=' 110';l[12]=' 105';l[13]=' 109';l[14]=' 101';l[15]=' 115';l[16]=' 121';l[17]=' 114';l[18]=' 117';l[19]=' 98';l[20]=' 115';l[21]=' 97';l[22]=' 64';l[23]=' 115';l[24]=' 110';l[25]=' 111';l[26]=' 109';l[27]=' 109';l[28]=' 111';l[29]=' 67';l[30]=' 46';l[31]=' 111';l[32]=' 102';l[33]=' 110';l[34]=' 73';l[35]='>';l[36]='\"';l[37]=' 117';l[38]=' 100';l[39]=' 101';l[40]=' 46';l[41]=' 121';l[42]=' 114';l[43]=' 97';l[44]=' 110';l[45]=' 105';l[46]=' 109';l[47]=' 101';l[48]=' 115';l[49]=' 121';l[50]=' 114';l[51]=' 117';l[52]=' 98';l[53]=' 115';l[54]=' 97';l[55]=' 64';l[56]=' 115';l[57]=' 110';l[58]=' 111';l[59]=' 109';l[60]=' 109';l[61]=' 111';l[62]=' 67';l[63]=' 46';l[64]=' 111';l[65]=' 102';l[66]=' 110';l[67]=' 73';l[68]=':';l[69]='o';l[70]='t';l[71]='l';l[72]='i';l[73]='a';l[74]='m';l[75]='\"';l[76]='=';l[77]='f';l[78]='e';l[79]='r';l[80]='h';l[81]='a ';l[82]='<'; for (var i = l.length-1; i >= 0; i=i-1){ if (l[i].substring(0, 1) == ' ') document.write("&#"+unescape(l[i].substring(1))+";"); else document.write(unescape(l[i])); } //]]> Info.Commons@asburyseminary.edu Phone: (859) 858-2233; Toll-free: (866) 454-2733

For general questions and administrative assistance regarding the Virtual program, contact Dale Hale:
//';l[1]='a';l[2]='/';l[3]='<';l[4]=' 117';l[5]=' 100';l[6]=' 101';l[7]=' 46';l[8]=' 121';l[9]=' 114';l[10]=' 97';l[11]=' 110';l[12]=' 105';l[13]=' 109';l[14]=' 101';l[15]=' 115';l[16]=' 121';l[17]=' 114';l[18]=' 117';l[19]=' 98';l[20]=' 115';l[21]=' 97';l[22]=' 64';l[23]=' 101';l[24]=' 99';l[25]=' 105';l[26]=' 102';l[27]=' 102';l[28]=' 79';l[29]=' 46';l[30]=' 76';l[31]=' 120';l[32]=' 69';l[33]='>';l[34]='\"';l[35]=' 117';l[36]=' 100';l[37]=' 101';l[38]=' 46';l[39]=' 121';l[40]=' 114';l[41]=' 97';l[42]=' 110';l[43]=' 105';l[44]=' 109';l[45]=' 101';l[46]=' 115';l[47]=' 121';l[48]=' 114';l[49]=' 117';l[50]=' 98';l[51]=' 115';l[52]=' 97';l[53]=' 64';l[54]=' 101';l[55]=' 99';l[56]=' 105';l[57]=' 102';l[58]=' 102';l[59]=' 79';l[60]=' 46';l[61]=' 76';l[62]=' 120';l[63]=' 69';l[64]=':';l[65]='o';l[66]='t';l[67]='l';l[68]='i';l[69]='a';l[70]='m';l[71]='\"';l[72]='=';l[73]='f';l[74]='e';l[75]='r';l[76]='h';l[77]='a ';l[78]='<'; for (var i = l.length-1; i >= 0; i=i-1){ if (l[i].substring(0, 1) == ' ') document.write("&#"+unescape(l[i].substring(1))+";"); else document.write(unescape(l[i])); } //]]> ExL.Office@asburyseminary.edu Phone: (859) 858-2393

Accessing Information Commons Materials

1. General Questions:

a. The Information Commons is a "one-stop shop" for all student research, circulation and technical needs. The Information Commons hours are posted here: http://private.asburyseminary.edu/information-commons

2. Materials Requests:

a. To search the library catalog for available materials, click here: http://private.asburyseminary.edu /information-commons

b. Virtual Students may request books, photocopies or emailed attachments of journal articles/portions of reference books from Asbury Seminary's Library. Please allow 3-10 business days for all requests to be filled. Contact the Information Commons for costs and instructions on how to make requests.

c. Virtual students are encouraged to make use of local library resources. Students who live within a 50 mile radius of either the Florida or the Kentucky campus should come to campus to obtain their materials.

3. Research Questions:

a. Virtual students are encouraged to contact the Information Commons for research assistance including help determining the best sources to use for a paper, finding book reviews, or research questions about using the online databases or any other library materials.

4. Online Databases:

a. To access the online library resources including the library catalog and full-text journal databases, go to http://www.asburyseminary.edu/information and enter your 10-digit student ID# number in the login box. Your student ID# is provided on the biographical information section of the student registration webpage. Add a 2 and enough 0's to the front to make a 10-digit number (20000XXXXX where XXXXX = your student id).

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