CL 616 DM 811 Leading Change

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Purpose:
Change inevitably comes, particularly when an organization experiences healthy growth. This course addresses dynamics including first and second order change, transition, innovation, chaordic systems and conflict. Emphasis will be given to the leader’s roles as catalyst, coach and counselor at the individual, group, organizational and enterprise levels.

Objectives: Upon completion of this course the student will be able to:
1. Articulate the common objectives provided in the leadership orientation tutorial:
   - 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.
2. Create a biblical and theological framework for discernment and redemptive change.
3. Understand individual and organizational change dynamics.
4. Be able to identify and design change strategies for multiple types of organizations.
5. Identify a personal change agent model with the commensurate conflict resolution tools.

Required Reading:

The following articles from Fast Company magazine (free):
The following articles from Harvard Business Online (for a fee): Click on http://www.hbsp.com/relay.jhtml?name=cp&c:=c41638 to order the course materials. You will be asked to register for the “course” and will need to download a utility to receive the articles.

“Radical Change, the Quiet Way” by Debra Meyerson (HBR OnPoint Enhanced Edition) (Product #7923)
“Leadership for Change: Enduring Skills for Change Masters” by Rosabeth Moss Kanter (Product #9-304-062)

[Doctoral participants read all required texts plus at least three books selected from the bibliography below.]

**Suggested Resources:**


*Creating the Innovation Culture* by Frances Horibe (NY: John Wiley and Sons, 2001), 253 pages.


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


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

*Leading for Innovation and Organizing for Results* ed. by Frances Hesselbein et al. (San Francisco: Jossey-Bass Publishers, 2002), 300 pages.


Assignments: (e-mailed soft copies only please)

By Monday, January 23
1. Complete all readings for the course.

For Tuesday, January 24 (e-mail by 6:00 p.m. Eastern)
2. Using the case study sent to you a week before class begins, analyze the change and innovations dynamics at work at Global World Mission Ministries (GWMM). Who are the stakeholders? What are the change dynamics? What are the perceived risks and benefits? Write a ten page, double-spaced description of your findings. Thoroughly document your thinking using the course material.

For Wednesday, January 25
3. Field visit to a model church. Comp time for this evening activity will be built into the course schedule.

For Friday, January 27 (e-mail copy of presentation by 6:00 p.m. Eastern that day)
4. As a team of six-seven, interview a church or para-church by Wednesday, January 25 to understand a recent change initiative they have experienced. How did they identify the need for change, determine a change strategy to follow and manage the consequences of their decisions? What are the contrasts between divine direction and reason (natural and supernatural leadings)? What roles did the change agents play and what did they communicate during the change process? What emotional dynamics can you identify? How well was the change embedded in the organization? Prepare a 20-30 minute presentation for the class on what you discovered. Make strong links to the course material.

For Monday, January 30 (e-mail by 6:00 p.m. Eastern – due to grading deadline 2/3)
5. Masters: Write a 10-15 page final paper integrating the course material to describe your personal change style. What is your theology of change? What models are viable and in what types of situations? What modes of change agentry would you embrace in a change situation? It might be helpful to recount a change experience to apply the material, possibly describing what you did then and how you might lead differently now. Note the paper rubric below to guide your work.

Doctoral: Do a change analysis of your current context in two ways. Unpack a recent change situation and describe what happened theologically as well as using corporate change theory. Then outline a current change strategy you are experiencing and how you will lead through it. Include personal change dynamics along with the other levels of change. Note the paper rubric below to guide your work. (20-25 pages)
Grading:
Course interaction including group participation and field trip – 10% of grade
Group Presentation (20-30 minutes) – 20% of grade
Case Study Analysis (10 pages) – 20% of grade
Final Paper – (10-15 pages) – 50% 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 citations) 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. Impressively 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.

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