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MS 620 ME 745 Leadership

Art McPhee

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Asbury Theological Seminary

MS620 and ME745: Leadership / Church for Unchurched
Three Credit Hours
Spring Term, 2008

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Email: Art_McPhee@asburyseminary.edu
Office: MC-312
Office Hours: 9:30-11:00 Tuesdays and Wednesdays, and by appointment*

*Please let me know if you experience difficulties with the class, have special needs, or have questions. I will do my best to be helpful.

Course Descriptions

**MS620**

Studies in organization leadership, especially the leadership of change, applied to the contemporary challenge of helping local churches move from tradition to mission and become effective “apostolic” churches. Draws from the writings and legacy of Lyle Schaller. Fulfills the United Methodist ordination requirement in evangelism. Prerequisite: IS501. Meets with ME745.

**ME745**

Studies in organization leadership, especially the leadership of change, applied to the contemporary challenge of helping local churches move from tradition to mission and become effective “apostolic” churches. Draws from the writings and legacy of Lyle Schaller. Meets with MS620; however assignments and assessment differ, as described below.

Teaching Philosophy

My aim is not just to impart knowledge, but preeminently to facilitate learning and competence. Since a host of studies show that we learn more from participatory activities than from formal presentations, I feature discourse and collaboration more over lectures. While I hold students to a high standard, I want to help all I can. In part, that means making course requirements as clear as I can, as well as reasonable. I, therefore, value questions and feedback all the more whenever assignments seem equivocal or less than practicable.
How this Class Will Be Conducted

We will formulate and find answers to questions, discuss, explain, or brainstorm in a spirit of cooperative learning. You will work in teams to learn from examples of missional/apostolic ecclesiology in action, apostolic leadership, and churches that have managed to shift from a traditional to missional ethos. These you will do under conditions that assure positive interdependence and individual accountability. Together, we will form an intellectual community in which we’re all enriched by our discussions of the readings and Internet explorations; field research and team projects; learning from the experience of special guests; and integrative discourse and brainstorming.

Textbooks


No book reviews are required, but students are expected to notes on the readings due that week, with one or two discussion questions.

Student Learning Objectives/Outcomes for MS620 and ME745 *

You will:

1. Understand how missional/apostolic churches differ in outlook and practice from inwardly-focused churches.
2. Be able to articulate the biblical-theological rationale for a missional/apostolic ecclesiology, as articulated in the textbooks and the writings of Georg Vicedom, Lesslie Newbigin, David Bosch, the Gospel and our Culture network, George G Hunter III, Lyle Schaller, and others.
3. Be conversant with key concepts in change theory and transformational leadership, and the role they can play in shifting the focus and practices of traditional churches to a mission-focused posture.
4. Be familiar with an array of examples of churches (large and small) and leaders that are missional/apostolic in their ecclesial understandings and behaviors, as shown by the following traits:
   a. culturally relevant practices;
   b. creative deployment of small group ministries;
   c. emphasis on lay hospitality, mobilization, and training;
   d. effective communication of the gospel;
   e. ability to express deep affection and love for God, each other, and the unchurched.
Note: Students’ levels of achievement will of course vary. However, by honoring course policies, attending all classes, completing assignments in good faith and on time, and meeting all other course expectations, every student is capable of making progress and achieving a good grade.

Assessment Percentages and Grading

| Quality Discussion and Participation in class | 20% |
| Teamwork, Peer Evaluation, and Team Presentations | 20% |
| Essays (except for ME745 students)* | 30% |
| Term Paper | 30% |
| Leadership of Class Discussions (ME745 students only) | 30% |

<table>
<thead>
<tr>
<th>Letter</th>
<th>Excellent</th>
<th>Good</th>
<th>Satisfactory</th>
<th>Minimal</th>
<th>Fail</th>
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<td>A</td>
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<td>B+</td>
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<td>93-100</td>
<td>90-92</td>
<td>87-89</td>
<td>83-86</td>
<td>80-82</td>
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<tr>
<td>Percent Range</td>
<td>77-79</td>
<td>73-76</td>
<td>70-72</td>
<td>67-69</td>
<td>63-66</td>
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</table>

Note: When students get a D or F on written work in my classes, it is usually the result of not having paid attention to—or ignoring—the assignment guidelines.

Incomplete Work

The official end of each term is 5 pm on the last day of the exam week. This hour is the deadline for handing in all course work. Each instructor may set an earlier deadline, but not a later deadline, for submission of any or all course work. The student must petition the Registrar and the faculty person involved for permission to receive an “I” at the end of a semester. The petition must be received before 5 pm on the last day of the term.

A grade of “I” denotes that the work of a course has not been completed due to an unavoidable emergency, which does not include delinquency or attending to church work or other employment. If the work of a course is incomplete at the end of a term without an emergency, a letter grade will be given based on the grades of work done, with incomplete work counted as “F.”

Incomplete grades shall be removed one calendar month prior to the close of the following semester unless an earlier date is designated by the Office of the Registrar. If the work is not completed by the time designated, the “I” shall be changed to an “F” unless a passing grade can be given based on work already completed or unless special permission is granted by the Registrar.

Professors are required to give either a grade or an “I,” if approved, to each student registered for credit in a course. Students with Incompletes in two or more classes will not be allowed to enroll in a new semester or term without permission from the Registrar (from the ATS Catalogue, p.32).
Course Policies and Expectations

**Attendance**

Except for emergencies or illness, students are expected to attend class and participate in class exercises and discussions. One week of class may be missed without makeup. After one week, extra reading is required (50 pages per day missed: from the recommended reading list below) and a one page single-spaced paper summarizing the extra reading. If three weeks are missed, a conversation with the professor is needed and there will be a reduction of grade. It is the student's responsibility to ensure that the attendance sheet is marked prior to leaving class. Any questions arising should be addressed to the professor immediately and should not be left until the end of the semester. Roll will be taken each week.

**Participation**

You are expected to read the assigned material prior to class and be prepared to discuss it. Bring your reading notes to class.

**Late Work**

Unless I have OK’d it ahead of time, or you are sick, late work will be penalized according to the following formula: 1-2 days late = 20% off; 3-7 calendar days late = 40% off; more than 7 days = 60% off. All work must still be completed and turned in to pass the course.

**Assignments**

In addition to the readings, assignments will consist of two short essays, a team project, and a term paper.

**Formatting the Essays and Term Paper**

All papers will adhere strictly to the following guidelines:

1. Submit your paper by email to my email address by 5:00 PM on the due date.
   a. Send the paper as an attachment (rtf or pdf formats only).
   b. In the e-mail, be sure to fill in the Subject line with the course number, either MS620 or ME745, and only the course number. (SPAM filters toss out most email without subject indicators.)
2. The term paper requires a dedicated title page; the essays do not.
   a. For the two essays, include the following information at the top of page one:
      i. Name; SPO #; return email address; assignment number (Essay #1, 2, or 3)
      ii. A centered title
3. In every other respect, all the papers should conform to the style guidelines in Kate L. Turabian’s *A Manual for Writers of Term Papers, Theses, and Dissertations*, 6th edition (or later), or the current edition of *The Chicago Manual of Style* upon which Turabian is based.
   a. However—and this is important—use the Reference List option instead of a Bibliography.
   b. Summaries of the style requirements in Turabian are available on the Internet, but check the manual for details and questions.
How I Grade Writing Assignments

1. I have adapted a rubric for my own use in grading papers; it consists of five categories. None of them is unimportant.

2. Here, under those categories, are elements and qualities I look for in an “A” paper:
   a. **Ideas** (While some of these may overlap or are redundant, they all demand high quality reflection and a clear purpose for writing.)
      i. The paper excels in responding to all the elements of the assignment (of first importance).
      ii. It has a clear central idea or thesis.
      iii. It has a purpose and point of view.
      iv. It includes value-added discussion of, and/or interaction with, its sources.
      v. Critical thinking is apparent.
      vi. Complexities and contradictions are recognized.
   b. **Structure and Clarity**
      i. The student has a plan/structure in mind that corresponds with his/her purpose or thesis.
      ii. The plan is successfully implemented throughout.
      iii. Terms are clearly defined terms
      iv. Appropriate and helpful subtitles (and sub-sub titles) are included.
   c. **Selection and Use of Sources**
      i. The student uses well-chosen primary and secondary sources and avoids tertiary and suspect sources.
      ii. The student skillfully analyzes and synthesizes the information and/or views in a variety of sources.
      iii. The student interacts critically with sources and/or data.
   d. **Style**
      i. Sentences are well constructed, appropriate to academic writing and the purpose of the paper, and adequate in their specificity/detail.
      ii. Sentences are clear, not fuzzy, convoluted, or rambling.
      iii. Paragraphs flow smoothly.
   e. **Mechanics**
      i. The paper has been thoroughly proofread and is free of spelling, punctuation, and grammatical errors.
      ii. The paper adheres to the style requirements in the syllabus.

Assignments

**Team Collaboration**

- In the first meeting of the class, you will be assigned to a team, which will be led by one of the ME745 students (that’s you, if you are one of them).
- To facilitate class collaboration times, the teams should try to sit near each other.
- Each team will be responsible to make two presentations of parable churches that seem to meet the characteristics for apostolic or missional churches as described by the authors of our texts.
- The teams will evaluate the first church using the criteria in the eight patterns described by Barrett.
- For their second church, the teams may use Hunter, Barrett, Mittelberg, or their own synthesis.
• The teams will be able to do some work on their presentations in class during the “Teams caucus” times.
• The team presentations will be graded via a peer review process (i.e., by the rest of the class) on (1) how well you’ve chosen each church—do they qualify as “apostolic” or “missional” churches; (2) your description; (4) your creativity.
• The presentations also need to be well-timed; there is a strict 15-minute limit.
• Unlike the term papers, these presentations are to be more descriptive than analytical, although analysis is good.

Written Assignments

1. Essays:
   You will write two essays, each four to five pages in length (or 1,000-1,250 words). The essays should aim to meet the criteria I use in grading writing assignments (described above). The due dates are indicated in the course calendar.
   a. Essay #1: “A Response to the Missional Ecclesiologies of Johannes Hoekendijk and Lesslie Newbigin”
   b. Essay #2: “A Response to the Legacy of Lyle Schaller”

2. Term Paper:
   You will write a research paper on a topic of your choice, but it must come under the general umbrella of Leadership and Change, with an emphasis on apostolic/missional church leadership. The paper will be 10 to 12 pages (2,500 to a maximum of 3,000 words). Please review the rubric for an “A” paper (described above) and apply your best critical thinking to the task.

Modified Assignment for ME745 Students

ME745 students will not write the two essays but will be responsible to:
   a) read the textbooks;
   b) give leadership to one of the team projects;
   c) manage one of the class discussions (sign up for one of the ones below, marked with an asterisk);
   d) write a research paper.

Course Calendar

<table>
<thead>
<tr>
<th>Date</th>
<th>Focus this Week</th>
<th>1. Devotional 2. Prayer</th>
<th>Assignments Due</th>
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</thead>
<tbody>
<tr>
<td>Feb 12</td>
<td>1. Introductions; Review of the Syllabus; Sign up for Devotionals, Prayer, and (for ME 745 students) Discussions Leadership</td>
<td>Dr. Ybarolla</td>
<td>None</td>
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<td>2. Lecture/Discussion–Missio Dei and the Transformation of the Church</td>
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<tr>
<td>Date</td>
<td>Session 1</td>
<td>Session 2</td>
<td>Session 3</td>
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<tr>
<td>Feb 19</td>
<td>1. Discussion–Guder, ch 4-6*</td>
<td>1. Discussion–Guder, ch 4-6*</td>
<td>![Guder, 1-182]</td>
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<td></td>
<td>2. Discussion–Guder, ch 1-3*</td>
<td>2. Discussion–Guder, ch 1-3*</td>
<td>![Guder, 183-268; Barrett, 1-83]</td>
</tr>
<tr>
<td>Feb 26</td>
<td>1. Discussion: Guder, ch 7-9</td>
<td>1. Discussion: Guder, ch 7-9</td>
<td>![Barrett, 84-153; Hunter¹, 1-80]</td>
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<tr>
<td></td>
<td>2. Discussion–Barrett, Patterns 1-3*</td>
<td>2. Discussion–Barrett, Patterns 1-3*</td>
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<td>3. Guest presenter</td>
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<tr>
<td>Mar 4</td>
<td>1. Discussion: Barrett, Patterns 4-8*</td>
<td>1. Lecture–What Do Apostolic Leaders Look Like?</td>
<td>![Barrett, 84-153; Hunter¹, 1-80]</td>
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<tr>
<td></td>
<td>2. Lecture–What Do Apostolic Leaders Look Like?</td>
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<td></td>
<td>3. Teams Caucus</td>
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<td>Mar 11</td>
<td>1. Discussion–Hunter on Apostolic Churches*</td>
<td>1. Lecture–Strategic Mapping the Journey</td>
<td>![Hunter¹, 81-171]</td>
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<td>Mar 18</td>
<td>1. Case Study–Frank Tillapaugh’s Bear Valley Church Experiment</td>
<td>1. The Legacy of Lyle Schaller*</td>
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<td>2. Teams Caucus</td>
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<td>Mar 25</td>
<td>First Student Set of Parable Churches (measured by Barrett’s eight patterns)</td>
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<td>![Team Presentations]</td>
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<td>Apr 1</td>
<td>Spring Reading Week—No Class Meeting</td>
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<td>Apr 8</td>
<td>1. Discussion–Hunter, ch 6-10*</td>
<td>1. Discussion–Hunter, ch 6-10*</td>
<td>![Hunter², 1-146]</td>
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<td>2. Lecture–Strategic Planning: Mapping the Journey</td>
<td>2. Lecture–Strategic Planning: Mapping the Journey</td>
<td>![Essay #2]</td>
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<td>3. The Legacy of Lyle Schaller*</td>
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<td>5. Lecture–Strategic Planning: Marching Off the Map</td>
<td>5. Lecture–Strategic Planning: Marching Off the Map</td>
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<tr>
<td>Apr 22</td>
<td>1. Discussion–Mittelberg’s “Contagious Vision™”</td>
<td>1. Discussion–Mittelberg’s “Contagious Vision™”</td>
<td>![Mittelberg 161-206]</td>
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<td>2. Lecture–Strategic Planning: Instigating, Initiating, and Improving Small Group Ministries</td>
<td>2. Lecture–Strategic Planning: Instigating, Initiating, and Improving Small Group Ministries</td>
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<td>2. Teams caucus</td>
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<td>Apr 29</td>
<td>1. Guest Presenter</td>
<td>1. Guest Presenter</td>
<td>![Nothing due: work on team presentations &amp; research papers]</td>
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<td>2. Team caucuses</td>
<td>2. Team caucuses</td>
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<td>May 6</td>
<td>1. Lecture–Leadership and Change</td>
<td>1. Lecture–Leadership and Change</td>
<td>![Nothing due: work on team presentations &amp; research papers]</td>
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<td></td>
<td>2. Parable Church</td>
<td>2. Parable Church</td>
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<td>3. Teams caucus</td>
<td>3. Teams caucus</td>
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<tr>
<td>May 13</td>
<td>Second Student Set of Parable Churches (measured by Barrett’s eight patterns)</td>
<td>1. Second Student Set of Parable Churches (measured by Barrett’s eight patterns)</td>
<td>![Team Presentations]</td>
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<td></td>
<td>2. Second Student Set of Parable Churches (measured by Barrett’s eight patterns)</td>
<td>![Research Paper due]</td>
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</tbody>
</table>
May 20
1. Wrap up
2. Fill out course evaluations

◊ Assignment Abbreviations Key:
  Hunter, *Church for the Unchurched* = Hunter;
  Hunter, *Leading and Managing a Growing Church* = Hunter

* Indicates discussions led by ME745 students

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**Bibliography for Leadership/Church for the Unchurched**


Mike Henry: core values are the leadership bedrock for mining boss. Social media. Keep up to date with our business education news and features on Facebook and Twitter.

Today's senior leadership team includes the leader of LinkedIn, Microsoft's biggest acquisition yet, but has no single person who's responsible for all of Windows. From the Ballmer years, only finance chief Amy Hood and legal head Brad Smith have stuck around with Nadella. In 2014, Nadella asked each person on the senior leadership team to make an "all in' commitment as we embark on the next chapter for the company," he wrote in a memo to employees. Most recently, artificial intelligence and research head Harry Shum left the leadership team recently after 23 years at the company, a spokesperson confirmed. But the departures haven't resulted in deep institutional knowledge going away. Meets with ME745.ME745 Studies in organization leadership, especially the leadership of change, applied to the contemporary challenge of helping local churches move from tradition to mission and become effective apostolic churches. Draws from the writings and legacy of Lyle Schaller. Meets with MS620; however assignments and assessment differ, as described below.

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