**COURSE SYLLABUS**

**COS 124 Transformative Leadership**

Spring 2017

**Instructor**

Scott Johnson

Phone: 716.440.7354

[scottjphd@gmail.com](mailto:scottjphd@gmail.com)

1. **COURSE DESCRIPTION:**

This course forms the student’s identity as pastoral leader and change agent in congregations, The United Methodist Church, and the world.

**II. TEXTBOOKS:**

Lewis A. Parks and Bruce C. Birch, *Duckling Spears, Dancing Madly: A Biblical Model of Church Leadership.* Nashville: Abingdon Press, 2004. ISBN: 978-0-687-09285-7.

Acevedo, J. *Vital: Churches Changing Communities and the World.* Nashville: Abingdon Press, 2012. ISBN: 978-1-4267-6755-5

Lencioni, Patrick, *The Advantage: Why Organizational Health Trumps Everything Else in Business.* San Francisco: Josey-Bass, 2012. ISBN: 978-0-470-94152-2

**III. STUDENT LEARNING OUTCOMES**

After taking this course students will be able to:

1. Articulate and analyze the attributes of effective leaders from both a theological and secular perspective.
2. Evaluate and strengthen their own identities and skills as pastoral leaders.
3. Assess the nature of change in a ministry setting
4. Apply leadership lessons tovisioning, planning, and management processes in their local congregations

**IV. CALENDAR OF TOPICS AND READINGS:**

**Session One: January 13 and 14**

**Biblical Examples and Theologies of Leadership**

Prior to the first class session, each student should complete the Case Study Statement (see below) and send electronically to Scott @ [scottjphd@gmail.com](mailto:scottjphd@gmail.com) by 8:00 p.m. Thursday, January 13. Also, please read both Lewis A. Parks and Bruce C. Birch, *Duckling Spears, Dancing Madly* and Jorge Acevedo’s *Vital* in their entirety prior to class on January 14. Come to class prepared to contribute your observations, reflections and questions about this book in discussions and assignments. During class we will be discussing the core concepts of transformative leadership and completing the Biblical leadership models so that we understand different approaches to leadership and what effective leadership looks like from God’s perspective.

After this session students will complete the Leadership Self-assessment, which will be due by 8:00 pm February

**Session Two: February 17 and 18**

**Developing the Skills of Transformative Leadership for the Church and Beyond**

Prior to class on February 17, please read in its entirety: Lencioni, *The Advantage.* Please note assignments 4 and 5 below and come to class prepared to contribute your observations, reflections and questions in discussions and assignments.

After this session Students will complete the Ministry Development Plan, which will be due by 8:00 pm March 6.

**VII: COURSE GRADE:**

**Assignments:**

1. Case Study Statement: Prior to the first class session, each student should complete a case study that includes the following components. Short and long terms goals for the church as articulated in planning document. If serving a multipoint charge, feel free to decide whether goals for the entire charge are appropriate or for a single church. These materials may be discussed in the context of the class, but they will not be shared with in writing with fellow students or beyond the course. If no formal ministry plan exists, name minimum of three short term (to be accomplished in the next year) and three long term goals (to be accomplished the next three to five years) for the context. Second, explain in no more than 1000 words an example of a current leadership challenge that you are experiencing in advancing the goals listed previously. Please do not identify individual congregants by name but you may list an office or role (e.g. Sunday School superintendent or member of evangelism team) as appropriate for your narrative **(10% of grade).**
2. Biblical Leadership Chart—Group Project: During the first weekend of class students will work in groups to chart different Biblical leaders, including the contexts and qualities that made these figures unique as examples of effectiveness. Students will synthesize these lessons into a theological framework for leadership by identifying themes and traits of successful Biblical leaders. **(15% of grade)**.
3. Leadership Self-assessment: Students will discuss that describes three of your best strengths as a leader and three of your own areas in need of growth as a leader using illustrations from your life experience. The assessment should be approximately 2500 words or 5 pages. The reflection should include:
   1. a personal assessment of your leadership within the context of the themes and traits gleaned from the class discussion of Biblical leadership.
   2. a discussion of your leadership strengths in the context of a recent assessment of spiritual gifts and their application in your pastoral ministry
   3. an action plan for improving your leadership skills.

The paper should be submitted in either Word or Google doc format electronically to Scott by 8:00 pm April 25. **(25% of grade).**

1. Ministry Development Plan: Each student will articulate in writing a vision for their current ministry setting and draft a plan for applying the lessons of the course to the goals and leadership to that plan as well as the challenge raised in the case study. The plan should be approximately 2500 words or 5 pages. This discussion should include:
   1. a discussion of how this vision reflects transformative leadership as opposed to other models
   2. an analysis of the gifts and skills of lay leaders in the ministry context and how the plan integrates those gifts and calls as you understand them.
   3. an assessment of where and how leadership may shift related to tasks and strategies and how the student leads effectively in those contexts (**25% of grade.)**

Class participation:

Student participation in class discussions and activities counts for 25% of the course grade. Attendance is expected and required at all class sessions. Of course, students may be excused for emergencies, but whether an absence will be considered excused is solely at the discretion of the instructor. Every student will be expected to contribute substantively to class discussions and activities. The class will establish other rules for class discussions during our first session. (**25% of grade**.)

1. **Method of Determining Grade**:

Case study statement 10%

Biblical leadership chart 15%

Leadership Self-Assessment 25%

Ministry Development Plan 25%

Class participation 25%

**Total: 100%**