Course Description and Outcomes

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

Students will be able to:
1) Identify and understand the attributes of good leaders, biblically and theologically.
2) Evaluate and strengthen their own identities and skills as pastoral leaders.
3) Explain and reflect on the nature of change in the local congregation and wider society.
4) Implement visioning, strategizing, and planning processes in their local congregations.

Required Textbooks


Pre-Class Assignments
(email assignments 3 & 4 to amy.elizabeth.walker@emory.edu no later than August 22)

1) Read *Church Leadership: Vision, Team, Culture, and Integrity* by Weems.

2) Read *Finding Our Story: Narrative Leadership and Congregational Change* by Goleman. There will be a quiz on this book the first night of class (September 9).

3) Take the Myers-Briggs Type Indicator using the free online assessment available at http://www.25quiz.com/ Note your type and read the qualities described to your type in *Introduction To Type* by Myers. Write a 3-page assessment of how you react to your type. Do you agree with the description or do you find things that seem inaccurate? What further questions to you want to investigate? Pick one of the other 15 types and offer a sense of how you may best communicate with that individual.

4) Read pages 1-38 in *Church Leadership: Vision, Team, Culture, and Integrity* by Weems. Give attention to the “Congregational Identity” section on pages 33-38 and describe your congregation. Use all the aspects of identity to take a snap shot of your church: Core Values, History, Cultural Heritage, Needs: short, mid, long range, Key Strengths, SWOT Analysis, Statistics and Trends, Opinions and Perceptions. This analysis will give more importance to some aspects and less to others. Make the paper 5-6 pages and come to September classes prepared to share your church snap shot.

**Week 1 Class Schedule**

**September 9**
Introductions
Discussion Qualities of a Godly Leader
Sharing of Myers Briggs Types

**September 10**
Breakout with Cohorts
Issues of Self Awareness and Leadership
Debrief in class

Lunch

Show and Tell about your congregation with Cohorts
Narrative Leadership as a Resource
Assignments for the break
Between-Courses Assignments [bring #2 assignment with you to class on November 11]

1) Read Ducking Spears, Dancing Madly: A Biblical Model of Church Leadership by Birch and Parks and The Strategically Small Church: Intimate, Nimble, Authentic, and Effective by O’Brien. There will be an easy quiz on both in class on November 11.

2) The major writing project will be an engagement with a process of developing a vision for your church. The project is a “painting a picture” of your hopes for your church. The paper has four parts:
   1. Write two pages on what you have learned about yourself and your leadership style from the Myers-Briggs assessment. Include your approach in conflict and your strategies to communicate with other types.
   2. Paint a Picture of what you hope your church may look like in 5 years. Include the aspects of your church that are positive and unique that you hope will never change. Then describe the new things that you long to see in your church. Paint that picture with broad strokes and make it pretty. Approximate length: 5 pages.
   3. Take 2 pages to contrast the differences between your snap shot description of the present church situation and the picture you painted. This is the gap between the present and the hoped for. How does this gap offer opportunity and challenges?
   4. What are the challenges that must be faced in order to close that gap between reality and desired vision? What leadership tasks do you feel need be accomplished? What are the tools and people resources that would be a part of the success? Be sure to include a Big Hairy Audacious Goal that can become a catalyst to jump start your vision. Approximate length: 5 pages. Come prepared to share the vision verbally with your cohort.

Week 2 Class Schedule

November 11
Readings from Parks and Birch: Biblical Models
Using Teams
Small membership Churches share together in Cohorts

November 12
Developing a Vision
Painting a Picture Sharing with Cohort
Debrief from sharing

Lunch

Refine and Share with another cohort
What did you hear from other’s ideas?
Calling and other resources for Leadership
Myths we believe but know are not true
Resources from our reading
Post-Class Assignments [email to jimlake2008@gmail.com no later than November 19]

1) Offer some refinements to your vision statement. **Pick two items below** that are impacting you in new ways. Approximate length: 3 pages.
   a. Be sure to continue to add new areas of self-awareness and continue to filter in concerns you have heard from both cohort groups.
   b. Also expand on your Big Hairy Audacious Idea. Give some detail and look at obstacles.
   c. What leaders do you need to get on the bus for this journey and how will you develop the leadership team?

This is not a lot of rewriting with the main work being refining and taking a second bite at the apple. If you do this well, you will find blessings for your people.

Guidelines for Written Assignments

- All papers should be typed, double-spaced, and on 8.5x11” paper.
- The font should be Times New Roman, 12 point.
- Margins should be 1” on all sides.
- All papers must include a page number and the student’s last name in the header or footer.
- Note the question you are answering at the beginning of each new section or page.
- All papers must be properly cited. You may use MLA or Turabain formatting.

Inclusive Language Covenant

The faculty of Emory Course of Study School has adopted a covenant statement encouraging inclusiveness in the use of language, as follows:

The Inclusive Language Covenant is designed to create a linguistic environment in which all students, staff, and faculty can grow in understanding and appreciating the rich diversity of God’s people. The COS faculty commits itself through continued discussion, reflection, and exploration to using language in such a way that we respond to the fullness of God’s presence among us as much by our choice of words as by our care for one another. Recognizing that our experience with inclusive language is an integral part of theological formation, we invite students and others to share as partners with us in this learning process.

We understand “covenant” more in terms of its biblical and theological meaning than in a legal or contractual context. Covenant signifies the common commitment of a community of faith in response to God’s revelation and in participation with one another. The values implied in the covenant have morally persuaded us to try to generate patterns of speech and behavior that bond the members of the community in mutual respect. We expect all members of the community to address issues of diversity constructively. The entire Inclusive Language Covenant can be found on the COS website, and you are encouraged to read the whole covenant.
Directions to Email Pre-Course Assignments

SEND TO – Email your pre-course assignments to: amy.elizabeth.walker@emory.edu
  • You are encouraged to email the instructor with questions about the assignments, but do not email your pre-course assignment to them.

DEADLINE – Email must be received no later than 11:59p.m. EST on August 22, 2016.
Pre-course work received after the deadline will be subject to the late penalty schedule below:
  • Pre-course work received between August 23-29 will receive a one-letter grade deduction.
  • Pre-course work received between August 30 - September 2 will receive a two-letter grade deduction.
  • Students who have not turned in pre-course work by September 3 will be dropped from the class.

EMAIL SUBJECT LINE – The subject of your email should be “Pre-Course Work – COS 124”

THE EMAIL – Your full name, phone number, and email address should be included at the beginning of your email. Pre-course work must be sent as an attachment and not in the body of the email.
  a. Only Microsoft Word and .pdf documents will be accepted.
  b. All assignments for each course must be in one document. You should send only one attachment with all course assignments; emails sent with multiple documents will not be accepted.

PLAGIARISM – The “Plagiarism Policy” and “Plagiarism Defined” paragraphs below (in red) must be included in the body of your email, not within your pre-course work. The inclusion of the policy and definition in the body of the email verifies that you agree to it and your email will represent your signature (which is a requirement). If the email does not include the plagiarism policy and definition it will not be accepted.

  Plagiarism Policy - I have read the plagiarism definition below and verify that this assignment represents my own work, except where credit is given.
  Plagiarism Defined: “You plagiarize when, intentionally or not, you use someone else’s words or ideas but fail to credit that person, leading your readers to think that those words are yours. In all fields, you plagiarize when you use a source’s words or ideas without citing that source. In most fields, you plagiarize even when you do credit the source but use its exact words without using quotation marks or block indentation” (201-202). Booth, Wayne C. Booth, Gregory G. Colomb, and Joseph M. Williams. The Craft of Research, Second Edition. Chicago, IL: University of Chicago Press, 2003.

You will receive a confirmation of receipt within 48 hours of submitting your pre-course work.