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


Supplementary Textbooks


Course of Study | Emory University
COS 124 – Transformative Leadership

2018 Winter Hybrid Session
Friday, January 26 12:00pm – 8:30pm
Saturday, January 27 8:30am – 5:30pm

Instructor: Rev. Dr. Brian Germano
Email: begrermano@earthlink.net
Phone: 770.547.9381
Class Blog: www.cos124.blogspot.com
Highly Recommended Textbooks

A Note about the Hybrid Format
This course is offered in a hybrid format. That means that 15 of the 20 contact hours will occur in class and the remaining 5 hours will occur online (before and after the class meets). Throughout the syllabus, you will see helpful hints for finding things in Canvas written in blue.

If you have any problems with the technology aspect of this course, please call Amy Walker at 404.727.4587. She’s here to help!

There are three major phases in the class:

- The **PRE-CLASS PHASE** is meant to set the foundation for our time together in person. In advance of class, students will view the online video lectures, complete writing assignments, and read required textbooks.

- The **IN-CLASS PHASE** will be devoted to digging into the course material through lecture and discussion.

- The **POST-CLASS PHASE** will allow each student to take what has been learned in the pre-class and in-class phases and put together their thoughts in a comprehensive way.

Introductions and Class Housekeeping
These should be completed no later than January 15, 2018.

1. Watch “Video 1 – Introduction to Your Instructor” and “Video 2 – Housekeeping” to meet the instructor, be oriented to the course, and get an overview of the nature and expectations of the individual course assignments. You can find these videos in the “Echo ALP” section of our Canvas site.
2. Introduce Yourself. There are two steps to this assignment:
   A) Create or update your online profile.
      How Do I Do This? When you’re looking at the Canvas dashboard, click on “Account” in the blue left-hand column. Then click on “Profile.” Then click on the box in the upper right-hand corner of the screen that says, “Edit Profile.”
      Please include a brief biographical sketch of about 100 words and upload a good photo of yourself. Your profile serves as your online identity and a link to it will be included in each of your postings. Include a sentence or two about:
      • The name and location of your church or ministry context
      • Your current role in that ministry
      • What other profession you may be involved in outside of ministry
      • Anything you want to share about your family

   B) Introduce yourself to your colleagues in this class on the discussion board
      How Do I Do This? When you’re looking at the Canvas dashboard, click on the title of your class. Click on “Discussions.” Click on the Discussion Board titled “Introduce Yourself To Your Colleagues.”
      The forum is more conversational than the profile. In a brief introduction, please share with your fellow classmates:
      • The name you prefer to be called
      • Where you are practicing ministry
      • How long you have been serving in that particular ministry and in Christian ministry in general
      • How long you have been a United Methodist
      • Your spiritual heritage or background (out of what denomination/spiritual tradition did you come?)
      • What you most hope to get out of this course
      • Your biggest concern(s) in taking this course
      • If you were a cartoon character, which one would you be? and Why?

   C) Respond to the posts of fellow course participants to greet them and/or comment on information in their Introduction that you find interesting.

3. Download and read the following materials related to the purpose, goals, requirements and grading of this course:
   -- Syllabus and Course Target Outcomes
   -- Class Assignments and Grading Criteria
   -- Daily Schedule

4. Share/post any prayer requests (praises and/or concerns) that you want your instructor and fellow classmates to be praying for you about until we meet for our class time together.
   How Do I Do This? When you’re looking at the Canvas dashboard, click on the title of your class. Click on “Discussions.” Click on the Discussion Board titled “Prayer Requests.”
Pre-Class Assignments

Pre-Class Assignments #2-4 should be uploaded to Canvas in the “Assignments” section no later than January 8, 2018. There is no written work for Pre-Class Assignment #1 that needs to be turned in.

Pre-Class Assignment #1
Read ALL FOUR required textbooks in their entirety. As you read, make notes in the margins about qualities/characteristics of effective Christian leaders. You will need these for #3 in this assignment.

Pre-Class Assignment #2
As you begin this course, please take 1 page to share (a) your greatest leadership challenge and (b) your greatest leadership asset in your current ministry setting/context. (1 page)

Pre-Class Assignment #3
Identify three different qualities/characteristics of effective biblical leadership found in each of the four required textbooks and write one 1/2 page paragraph about each quality/characteristic. Please do not duplicate qualities/characteristics found in multiple textbooks. At the end of this assignment, you should have discussed 12 unique qualities/characteristics of effective biblical leadership. (6 pages total)

Pre-Class Assignment #4
Reflecting on your own current ministry context, describe six specific examples of how/where the twelve qualities/characteristics of effective biblical leadership that you identified in question #1 are either currently used or could be introduced in your ministry context/setting. (3 pages)

Pre-Class Assignments #5 and #6 should be brought with you on the first day of class

Pre-Class Assignment #5
Download the “Leadership Style Assessment” and “Response Sheet” documents and bring your completed response sheet to the first day of class. These can both be found on the Canvas site under “Files.”

Pre-Class Assignment #6
Print out a copy of the COS 124 "Resource Packet" found on the Canvas site under “Files.” This packet includes the course syllabus, as well as helpful outlines, diagrams, and other pertinent material that the instructor will refer to during class lectures.
In-Class Schedule

Friday, January 26, 12:00pm – 8:30pm

I. PRINCIPLES of Authentic Biblical Leadership

Session 1. Introduction to Christian Leadership
   (a) What is Christian Leadership?
   (b) Leadership as Calling
   (c) Approaches to Leadership
   (d) Characteristics of an Interactive Approach to Leadership:
      (1) Biblical Examples
      (2) Principles of Wesleyan leadership

Session 2. The Importance of Vision
   (a) The Why and What of Vision
   (b) Sources of Visioning
   (c) Role of the leader in Visioning
   (d) Methods of and Resources for Visioning

Session 3. Challenges to Visionary Leadership
   (a) The Organizational Cycle
   (b) "Leadership Lag Time"
   (c) Characteristics of declining organizations
   (d) Addressing Challenges: Change Theory

Saturday, January 27, 8:30am – 5:30 pm

II. PRACTICES of Effective Christian Leadership

Session 4. Personal Practices for Effective Christian Leadership
   (a) Spiritual Foundations
      (1) Qualities of a Godly leader and the art of self-leadership
      (2) Leadership Integrity: Personal and Professional
   (b) Self-Awareness of Leadership Style
      (Assessment and Interpretation)

Session 5. Corporate Practices for Effective Christian Leadership
   (a) The Power of Team Leadership
   (b) Leading with Excellence and Authenticity: concepts and practices

Session 6. Miscellaneous Topics in Leadership Practice
   (a) Diversity and leadership
   (b) Importance of Focus and Endurance
   (c) Developing new leaders
   (d) Leadership Plan Development (Exercise)
   (e) Further Miscellaneous Topics
Post-Class Assignments

1) Leadership Style Assessment – *This assignment should be uploaded to Canvas in the “Assignments” section no later than February 10.*

Write a one-page paper reflecting on what you learned about yourself and your leadership from the Leadership Style Assessment experienced during class. (1 page)

2) Ministry Context Vision Project Development and Sharing

*This assignment should be uploaded to Canvas in the “Assignments” section no later than February 17.*

Develop the structure for a Vision Project for your current church or ministry context by doing the following in a 14-page paper and posting it online. (Note: If desired, you may also prepare and post a PowerPoint presentation covering the same material in your paper that could be shared in your local church -- the PowerPoint is NOT required, but you may find it helpful when sharing your project with others):

1. "Take A Snapshot": As part #1 of a Vision Project, take 4 pages to identify the current realities both of (a) your church (its history and current understanding of its identity) and (b) the needs of your immediate community. This "snapshot" should capture the major things that make up the reality of both your church and ministry context right now. (4 pages)

2. "Paint A Picture": As part #2 of your Vision Project, articulate the outline of a potential Vision for your church to be achieved within five years, taking into account what you’ve learned in this course. That is, metaphorically take blank canvas, paint, and a paintbrush, and "paint a picture" of your church the way you would like for it to be five years from now. Include those things so good you hope they never change. Add those things not present today but for which you hope. Take 4 pages to describe what your picture has captured. (4 pages)

3. “Gap”: As part #3 of your Vision Project, take 2 pages to describe and highlight the gap/differences between the "snapshot" and the Vision "picture" you just painted. (Reminder: the gap between the reality "snapshot" and the Vision "picture" is your both your leadership opportunity and challenge) (2 pages)

4. “My Leadership Challenges/Tasks”: As part #4 of your Vision Project, take 4 pages to identify (a) what major challenges you feel will be required to close the gap between current reality "snapshot" and the preferred future/vision "picture" that you believe God is calling your church? and (b) what leadership tasks do you feel need to be addressed in order for that vision to become reality. Be sure to include a “BHAG” idea that can act as a catalyst to “jump start” your overall vision. (4 pages)

*Post-Class Assignment #2 continued on the next page*
Post-Class Assignment #2 continued:
In your paper (and PowerPoint, if applicable), be sure to clearly define the four different parts of your Project (i.e., “Take a Snapshot, Paint a Picture, Gap, and My Leadership Challenges/Tasks”) so that those who read it know where one part ends and the next begins.
NOTE: The "Take a Snapshot" and "Paint a Picture" assignments above are both inspired by a similar exercise developed by Dr. Lovett Weems, Jr., Professor of Church Leadership and Director of the Lewis Center for Church Leadership at Wesley Theological Seminary in Washington, DC, and shared with the Instructor during his D.Min. program at Saint Paul School of Theology (Kansas City, MO) in 1999.

3) Ministry Context Vision Project Peer Feedback
   This assignment should be posted online by March 3.

1. Read as many Vision Projects from your fellow classmates as you desire.
   Respond online to at least FOUR by sharing the following for EACH project:
   a) What did you find helpful and compelling about the Vision Project of your colleague?
   b) Identify what you believe to be the BHAG in your colleague’s Vision Project. If you have difficulty identifying it, say that and why.
   c) Was there anything in their project that was confusing, didn’t make sense, or that simply needs further clarification? If so, what was it? Explain.
   d) What other comments would you share with your colleague about their project and its proposals?

2. Write and share/post a prayer of blessing for your fellow classmates as you finish this course.
How Your Final Course Grade Is Determined
Your final course grade will be based upon the following components:

**Pre-Class Online Assignments: (total 28%):**
1. Online Profile Creation -- 2%
2. Introductions (posting and replying to at least one colleague) -- 4%
3. Paper: Greatest leadership challenge and asset -- 4%
4. Paper: Description of 12 characteristics of effective Biblical Leadership -- 12%
5. Paper: Six Examples of Leadership characteristics in use -- 6%

**Post-Class Assignments: (total 72%)**
1. Leadership Style Reflection Paper -- 4%
2. Vision Project Development and Sharing (total 52%):
   - #1: “Take a Snapshot” -- 16%
   - #2: “Paint A Picture” -- 16%
   - #3: Snapshot/Picture Gap -- 4%
   - #4: Challenges & Leadership Tasks (& BHAG) -- 16%
3. Vision Project Peer Feedback -- 16% (Response to 4 questions x 4 peers)

**Grade Deduction Policy**
Pre-class work must be received no later than 11:59p.m. EST on January 8, 2018.
Pre-class work received after the deadline will be subject to the late penalty schedule below:
- Pre-class work received between January 9-15 will receive a one-letter grade deduction.
- Pre-class work received between January 16-19 will receive a two-letter grade deduction.
- Students who have not turned in pre-class work by midnight on January 19 will be dropped from the class.

**COS Grading Scale**

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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. Please use MLA formatting. This is the best website for learning more about MLA format: https://owl.english.purdue.edu/owl/resource/747/1/

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.