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

Highly Recommended Textbooks
• Barna, George. The Power of Team Leadership (ISBN 9781578564248)
• Blanchard, Ken and Phil Hodges. Lead Like Jesus (ISBN 9781400314201)
• Cartmill, Carol and Yvonne Gentile. Leadership Essentials: Practical Tools for Leading the Church (ISBN 9780687335954)
• Collins, Jim. Good to Great (ISBN 9780066620992)
• Friedman, Edwin H. A Failure of Nerve: Leadership in the Age of the Quick Fix (ISBN 9781596270428)
• Jackson, John and Lorraine Bosse-Smith. Leveraging Your Leadership Style (ISBN 9780687645169)
• Kotter, John P. Leading Change (ISBN 9781422186435)
**Precourse Assignments**

**Expectations**

All students participating in this course agree to complete written assignments in a timely manner, prepare appropriate readings for each class, and attend class sessions faithfully. **If a student misses more than 20% of class time, they cannot receive a grade for this class.**

All written work must be typed, double-spaced, and in your own words (except to quote from an author). When you do quote an author, avoid plagiarism by citing your sources parenthetically by author and page number, for example (Weems, 95).

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**CLASS SCHEDULE AND ASSIGNMENTS**

**Precourse Assignment**

**DUE in COS Office by January 12, 2015 – see directions for sending assignments below.**

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.

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)

3) Identify at least three different qualities/characteristics of effective biblical leadership found in each of the four required textbooks and write at least 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 at least 12 unique qualities/characteristics of effective biblical leadership (6 pages total)

4) Reflecting on your own current ministry context, describe at least 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)

5) PRINT OUT AND BRING TO FIRST DAY OF CLASS...A copy of the COS124 "Resource Packet" from my COS Blog found at www.cos124.blogspot.com. 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.

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**Saturday, January 24, 2015, 9am – 5 pm: Class #1 Syllabus:**

1. **PRINCIPLES of Authentic Biblical Leadership**
   
   **Session 1. Introduction to Christian Leadership**
   
   (a) Course Introductions and Housekeeping
   (b) What is Christian Leadership?
   (c) Leadership as Calling
   (d) Approaches to Leadership
   (e) 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, February 7, 2015, 9am – 5 pm: Assignments DUE at beginning of class:

1) "Take A Snapshot": As part #1 of a Vision Project, 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. Keep a copy of this "Snapshot" for a later assignment. (6 pages)

2) Complete the Leadership Style Assessment you received during class #1 and bring your completed responses to class.

Class #2 Syllabus:

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) Leadership Plan Development (Exercise)
   (d) Developing new leaders

Saturday, February 28, 2015, 9am – 5 pm

With the exception of #1, all assignments are DUE at beginning of class:

1) Write a one-page paper reflecting on what you learned about yourself and your leadership from the Leadership Style Assessment experienced during Saturday class #2. (1 page) (NOTE: This paper is due to the Instructor via email the Friday after Sat. class #2)

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 3 pages to describe what your picture has captured. (3 pages)

3) As part #3 of your Vision Project, take 2 pages to describe and highlight the differences in the "snapshot" you wrote about in your pre-assignment for Saturday class #2 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) As part #4 of your Vision Project, take 4 pages to identify (a) what leadership tasks 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 major challenges you feel will need to be addressed for that vision to become reality. Be prepared to share a summary of both your "snapshot" reality and "picture" vision in Saturday class #3. (4 pages)

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 Doctor of Ministry program at Saint Paul School of Theology (Kansas City, MO) in 1999.

**Class #3 Syllabus**

**III: RESOURCING for further development of effective Christian leadership**

Session 7. *Class sharing and feedback of ministry context Vision Project: Reality Snapshots & Vision Pictures*

Session 8. *Class sharing and feedback of ministry context Vision Project: Reality Snapshots & Vision Pictures*

Session 9. *Miscellaneous Topics in Leadership Resourcing and Development*

**COURSE GRADING CRITERIA**

Course Final grade will be based upon the following components:

Precourse Assignments (due 2 weeks prior to class #1):

1) Paper: Greatest leadership challenge and asset – 4%
2) Paper: Description of 12 characteristics of effective Biblical Leadership – 24%
3) Paper: Six Examples of Leadership characteristics in use – 12%

Class #2 Assignments (due at beginning of class #2):

1) Vision Project #1: "Take a Snapshot" – 20%

Class #3 Assignments (except #1, due at beginning of class #3):

1) Leadership Style Reflection Paper (*due via email the Friday after class #2*) – 4%
2) Vision Project #2: "Paint A Picture" – 12%
3) Vision Project #3: Snapshot/Picture Gap – 8%
4) Vision Project #4: Leadership Tasks & Challenges – 16%

**Guidelines for Written Assignments**

- All papers should be typed, double-spaced, on 8 ½” by 11” paper, unless the instructor has asked for a different format specifically within the precourse work. Font should be Times New Roman or something similar and no larger than size 12. Margins are to be 1” on all four sides of each page.
- All papers must include a page number and the last name of the student in either the header or footer of every page.
- You should note the question you are answering at the beginning of each new section of materials.
- All papers should provide citations for all quoted material. You may use MLA, Turabain, APA or Chicago Style.
- Punctuation should be consistent; clarity of meaning is the primary purpose of punctuation. Edit and retype material as needed and check spelling in a standard dictionary.
- All papers should attempt to eliminate discriminatory language—for example: racism, ageism, sexism, classism, and prejudicial usage concerning handicapping conditions.

**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 partnership 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 Precourse Assignments
Please read all the directions below before emailing your assignments to the COS Office, any emails received that do not follow the directions below will not be accepted. You will receive an email confirmation of receipt and if your email is not submitted correctly an email indicating you will need to resend your assignments.

1. Email only michelle.levan@emory.edu your precourse assignments, do not email assignments to the instructors. You are encouraged to email the instructors questions about the assignments.
2. Email must be received no later than 11:59pm on the deadline of January 12, 2015.
   a. Please note that the cut off time is EASTERN STANDARD TIME zone, so email your assignments accordingly.
   b. Any precourse work received after January 12th at 11:59pm will be subject to a late penalty.
      • Precourse work received between January 13th – January 18th is 1 letter grade deduction.
      • Precourse work received between January 19th – January 24th is 2 letter grade deductions.
      • You will be drop from any course for which precourse work has not been received by check-in on January 24th.
3. The course number and the phrase “precourse work” should be the subject of your email: Example - Precourse Work 113
   a. You will need to send a separate email for each course you are registered to attend.
4. Precourse work must be sent as an attached document and not in the body of the email.
   a. Any version of Microsoft Word will be accepted; PDF, Word Perfect, and Mac-Pages documents will not be accepted. If you are using another type of word processing program please convert your document to a version of Microsoft Word before sending.
   b. All assignments for each course must be in one document, multiple documents are not acceptable. You should send only one attachment with all course assignments; emails sent with multiple documents will not be accepted.
5. Your FULL name, phone number and email, should all be clearly included at the beginning of your email. See Example
6. Plagiarism Policy and Plagiarism Defined
   The plagiarism Policy and Defined paragraphs below must be included in the body of your email (both are below), not within your precourse 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. Your email, with the plagiarism policy and definition will be printed and used as the cover sheet for your precourse assignments, because it has the verification of date and time received, and your agreement to the plagiarism policy and definition.
   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.
7. If you do not follow the procedure your precourse work WILL NOT BE ACCEPTED! You will receive a confirmation of receipt within 24 hours or notice to resubmit following the process.