

**Course of Study School of Ohio**  
**COS 124 - Transformative Leadership**  
**August 5-9 and 12-15, 2019 – afternoon session (1.00-3.15 pm)**  
**Rev. Lisa Withrow, Ph.D. – [lwithrow@mtso.edu](mailto:lwithrow@mtso.edu); 740.362.3343**

---

**Course Description**

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

**Course Outcomes**

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.
- 

**Texts (required)**

Hunt, Gregory. *Leading Congregations Through Crisis*. St. Louis, MO: Chalice Press, 2012.

O'Brien, Brandon and Jim Belcher. *The Strategically Small Church: Intimate, Nimble, Authentic, and Effective*. Minneapolis, MN: Bethany House, 2010.

Steinke, Peter L. *Uproar: Calm Leadership in Anxious Times*. Lanham, MD: Rowman & Littlefield Publishing Group, Inc., 2019.

**Supplemental Texts (not required)**

- *Doing Local Theology: A Guide for Artisans of a New Humanity (Faith and Cultures)* by Clemens Sedmak (Orbis, 2002)
  - *Forged in Crisis: The Power of Courageous Leadership in Turbulent Times* by Nancy Koehn (Scribner, 2017)
  - *Who Do We Choose To Be?: Facing Reality, Claiming Leadership, Restoring Sanity* by Margaret Wheatley (Berrett-Koehler, 2017)
  - *A Future for the Latino Church: Models for Multilingual, Multigenerational Hispanic Congregations* by Daniel Rodriguez (IVP Academic, 2011)
  - *Claiming New Life: Process-Church for the Future* by Lisa Withrow (Chalice/Lucas Park, 2014)
  - *Growing the African American Church* by Delores Sconiers, et al., (Abingdon, 2006)
  - *Learning to Be White: Money, Race and God in America* by Thandeka (Bloomsbury Academic, 2000)
  - *Liminal Thinking: Create the Change You Want by Changing the Way You Think* by Dave Gray (Two Waves, 2016)
  - *Native Americans, The Mainline Church, and the Quest for Interracial Justice* by David Phillips Hansen (Chalice, 2017)
  - *Out of Silence: Emerging Themes in Asian American Churches* by Fumitaka Matsuoka (Wipf & Stock, 2009)
  - *Outgrowing Church* by John Killinger (Cascade, 2013)
  - *Urban Ministry: An Introduction* by Ronald Peters (Abingdon, 2007)
-

## Video

“The Danger of the Single Story” TED Talk – Chimamanda Ngozi Adichie (2009):  
[https://www.ted.com/talks/chimamanda\\_adichie\\_the\\_danger\\_of\\_a\\_single\\_story](https://www.ted.com/talks/chimamanda_adichie_the_danger_of_a_single_story)

## Handouts

There will be handouts for each student during class period that will provide leadership concepts for practical use in the congregation.

---

## Requirements

Class attendance and respectful participation in discussions. 10%

Evidence of having read the assignments on time. 10%

Participation in small groups. 10%

Papers turned in at the start of class or via email before the start of class – timeliness and quality of content and writing. 70%

**Assignments: If you submit via email, please label the attachment with your last name and assignment number as listed below – for example: Withrow.1, Withrow.2, etc.**

1. A personal statement of your own understanding of your leadership style – due the first class period (August 5). 250-300 words. Submit to [lwithrow@mtso.edu](mailto:lwithrow@mtso.edu) by 1.00 pm or hand hard copy to Dr. Withrow at the beginning of class. 10%
2. Answer the question “What is the best gift that the small church can bring to the local community?” Base your answer on the readings from August 5-7. Due August 8. 450-500 words. Submit to [lwithrow@mtso.edu](mailto:lwithrow@mtso.edu) by 1.00 pm or hand a hard copy to Dr. Withrow at the beginning of class. 15%
3. Write a summary of the most important points Steinke offers to remain non-anxious as a leader when there is anxiety in every system. Due August 12. 300-350 words. Submit to [lwithrow@mtso.edu](mailto:lwithrow@mtso.edu) by 1.00 pm or hand a hard copy to Dr. Withrow at the beginning of class. 10%
4. Write about a crisis you have experienced or about one that you are most concerned might happen and what you will do using a choice of Hunt’s suggestions. Due August 14. 300-350 words. Submit to [lwithrow@mtso.edu](mailto:lwithrow@mtso.edu) by 1.00 pm or hand a hard copy to Dr. Withrow at the beginning of class. 10%
5. Final paper: Based on the readings and the video for the course, define “transformative leadership” for your own church setting. Discuss what needs to change personally for you as a leader, and also what needs to change in the “system” of the community. What specific next steps will you take to create these changes? Conclude with **how** your work will be transformative for the congregation and/or community. Due August 15. 600-750 words. Submit to [lwithrow@mtso.edu](mailto:lwithrow@mtso.edu) by 1.00 pm or hand a hard copy to Dr. Withrow at the beginning of class. 25%

## Daily Outline

*We will discuss the readings and have in-class exercises daily to bring the lessons into our real leadership lives.*

**August 5:** What does excellent church leadership look like?

Due today: read O'Brien and Belcher – chapters 1-2; write personal statement of your own understanding of your leadership style. (described under assignments above)

**August 6:** What defines faithful church?

Due today: read O'Brien and Belcher – chapters 3-5

**August 7:** Ways of being church

Due today: read O'Brien and Belcher – chapters 6-8

**August 8:** Anxious times and leadership

Due today: read Steinke – Parts I and II; write the answer to the question “What is the best gift that the small church can bring to the local community?” Base your answer on the readings from August 5-7. (described under assignments above)

**August 9:** Conflict and courage

Due today: read Steinke – Parts III and IV

**August 12:** The crisis

Due today: read Hunt – Parts I and II; write a summary of the most important points Steinke offers to remain non-anxious as a leader when there is anxiety in every system. (described under assignments above)

**August 13:** The management of crisis

Due today: read Hunt – Part III

**August 14:** What your leadership looks like

Due today: watch video – The Danger of a Single Story  
[https://www.ted.com/talks/chimamanda\\_adichie\\_the\\_danger\\_of\\_a\\_single\\_story](https://www.ted.com/talks/chimamanda_adichie_the_danger_of_a_single_story)

Write about a crisis you have experienced or about one that you are most concerned might happen and what you will do using a choice of Hunt's suggestions. (described under assignments above)

**August 15:** Putting it all together – leadership for the church of the future

Due today: Based on the readings and the video for the course, define “transformative leadership” for your own church setting. Discuss what needs to change personally for you as a leader, and also what needs to change in the “system” of the community. What specific next steps will you take to create these changes? Conclude with **how** your work will be transformative for the congregation and/or community. (described under assignments above)

## **Grading Criteria**

- A range: written and oral work is superior, with attention to detail, clarity and depth of thought, good flow and excellent grammar. Appropriate and mature participation in class is necessary.
- B range: written and oral work is good, with solid thinking processes, good grammar/flow and obvious quality of time spent on the assignments. Appropriate and mature participation in class is necessary.
- C range: written and oral work is adequate, though there are significant problems with clarity, argument and grammar. Appropriate and mature participation in class is necessary.
- D range: written and oral work are not completed as assigned, or the work indicates that the student is not giving attention to or is incapable of completing requirements in this course.
- Inappropriate or lack of participation, lack of attention to the professor's comments on written work, cruising on the internet/Facebook, answering e-mail during class, or incomplete assignments also may be a factor in a lower grade.

## **ACADEMIC HONOR**

The Course of Study School of Ohio requires that all material submitted by a student in fulfilling his or her academic requirements be the original work of the student.

Violations of academic honor include any action by a student indicating dishonesty or lack of integrity in academic ethics. Violations in this category include, but are not limited to, cheating, plagiarism, or knowingly passing off work of another as one's own.

Cheating includes seeking, acquiring, receiving or passing on information about the content of an examination prior to its authorized release or during its administration. Cheating also includes seeking, using, giving or obtaining unauthorized assistance in any academic assignment or examination.

Plagiarism is the act of presenting as one's own work with the work of another whether published or unpublished (including the work of another student). A writer's work should be regarded as his or her own property. Any person who knowingly uses a writer's distinctive work without proper acknowledgement is guilty of plagiarism.

A student found guilty of a violation of the academic honor code, after a review of the case, may be subject to one or more of the following actions: (1) warning; (2) probation; (3) suspension for the remainder of the course; (4) dismissal from the Course of Study School of Ohio; (5) grade of Fail for the course. Regardless of the outcome, a letter will be sent to the student's District Superintendent and Board of Ordained Ministry representative.