

# COS 124 Transformative Leadership

## Course of Study School of Ohio

The Methodist Theological School in Ohio 3081 Columbus Pike, Delaware, Ohio 43015  
Fridays/Saturdays April 17/18 and May15/16, 2020 ; Room TBA

Instructor: The Reverend Thomas A. Snyder, Th.M.; [tsnyder@mtso.edu](mailto:tsnyder@mtso.edu) (M) 419-496-1397

### 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 Learning Outcomes

At the end of this course, 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.

### Class Requirements

- class attendance and active participation in class discussion
- thorough preparation for class including completion of required readings, written assignments, and between-class communication (this includes sending a copy of the first review to the COS Writing Assistant)
- writing three book reviews following guidelines provided
- participating in, actively contributing to, and sharing in the presentation of a group project following guidelines provided

Guidelines for each assignment are found under [Assignments/Course Outline](#).

### Required Texts

Bolsinger, Tod. *Canoeing the Mountains: Christian Leadership in Uncharted Territory*; **expanded edition**. Downers Grove, IL: InterVarsity Press, 2015; study guide, 2018. ISBN: 978-0-8308-4147-9 (hardcover); 978-0-8308-4126-4 (paperback); 978-0-8308-9940-1 (digital). **This expanded edition must be used.**

O'Brien, Brandon J. *The Strategically Small Church: Intimate, Nimble, Authentic, Effective*. Minneapolis: Bethany House, 2010. ISBN: 978-0-7642-0783-3 (pbk.:alk.paper)

Parks, Lewis A. and Bruce C. Birch. *Ducking Spears, Dancing Madly: A Biblical Model of Church Leadership*. Nashville: Abingdon Press, 2004 [Discoveries: Insights for Church Leadership] ISBN: 0-687-09285-X (alk.paper)

A bibliography of recommended resources appears at the end of this syllabus. This will be reviewed in class.

### Assignments/Course Outline

Please have a Bible available (preferably an NRSV or NIV).

All written assignments are to be **typed, double-spaced**, using **12 font size; stapled**, to be handed in at the end of the designated session. **Your name, the name and number of the**

**course, and the date must appear on the cover page of every paper turned in, see sample cover page on page 5. Note: Cover pages are not numbered.**

**Additional note:** Cell phones and other electronic devices **must** be turned off during class sessions. Laptops are permitted in class, but **only** for course-related work.

The Rite of Baptismal Renewal will be celebrated at the conclusion of class, Friday April 17.

### **First Session April 17/18**

1. Read Parks and Birch *Ducking Spears, Dancing Madly*, and prepare to discuss it in class; then write a 5-6-page paper addressing the following:
  - A. one paragraph per chapter describing the major theme of each chapter and the most significant idea you gleaned from each chapter
  - B. which particular chapter spoke most deeply to you in relation to your call? to your current ministry? why?
  - C. what from this particular chapter affirms your current style of leadership? challenges it? why?
  - D. after reading this entire book, which biblical character among all those described, most inspires you? what about his/her leadership models what you desire for your own leadership? what “worked” or “didn’t work” for this person? what role does God play in this character’s leadership development? yours?

**This review must also be submitted to Trad Nogueira-Godsey, COS Writing Instructor, no later than Wed. April 1 to [tgodsey@mtso.edu](mailto:tgodsey@mtso.edu). He will make comments and will return the paper to you electronically, so that you will have time to edit it for final submission. This will also inform the writing of your next two reviews and final paper.**

**Please remember, all pages must be numbered, except the title page. All book titles must appear in italics. In each book review, references should be parenthetical, e.g, (p.9), within the body of the review. All direct quotations must be cited. See the sample cover page on page 5 of this syllabus.**

2. Read Brandon J. O’Brien’s *The Strategically Small Church*, and prepare to discuss it in class; then write a 5-6 page paper addressing the following:
  - A..one paragraph per chapter describing the major theme of each chapter and the most significant idea you gleaned from each chapter 1 through 7. (you do not need a descriptive paragraph for chapter 8 since it is the summary.
  - B. which particular chapter spoke to you most clearly in relation to your understanding of transformative leadership? in relation to what you understand your strength(s) in ministry to be?
  - C. now, go to the “Questions for Reflection for Pastors or Leadership Teams” found at the end of the chapter you highlighted and answer each question.

3. Read Bosinger's *Canoeing the Mountains*. After reading the introductory pages, 231-234, of the "Study Guide" at the end of the text, **choose one of the five studies** and imagine that you will be leading this with a group in your church(es). Then write a 5-6 page paper:

- A. answer the study questions yourself. (The "Practice: Embodying Leadership Transformation" section may involve some "as if" or "how I might do this" thinking); 3-4 pages
- B. describe how would you approach leading this in your particular situation? Describe your approach to having your people engage this particular study (this is essentially a lesson plan); 2-3 pages.
- C. In **one concluding paragraph**, describe your most important learning from this text and assignment.

### **Second Session: May 15/16**

Assignment due: Group Project.

Our class will be divided into groups of 4-5 persons. Each group will be given a ministry scenario with its own leadership challenges. Each member of the group will contribute collaboratively to a **final paper**. This paper will be the basis for a **class presentation**. The goal of this assignment is to appropriate learnings from our ministry experiences, readings and class discussions about transformative leadership.

A detailed outline of expectations for this group project/presentation will be distributed the first weekend of class. These will include a 14-15 page paper and a 30-minute class presentation followed by discussion and evaluation. The paper and presentation will both be done collaboratively by **all** the members of the group. This will require careful planning and communication. Since students need some face-to-face preparation time, planning time will be allotted the first weekend of class. So that each group has time to organize the technical aspect of its presentation, time will be allotted in the evening session, Friday, May 15. Presentations will be given, Saturday, May 16

Groups are encouraged to make their presentations as engaging as possible: Powerpoints or other visuals, handouts-use your imagination and creativity! The intention here is to engage everything we are learning about transformative leadership in the church and making those learnings usable and accessible.

**Grade Distribution:** Students will be graded using the following formula:

Class Participation	15%
Parks and Birch review	15%
O'Brien review	15%
Bolsinger review	15%
Group Project	40%
Paper	(20%)
Presentation	(20%)
Total	100%

## **ACADEMIC HONOR POLICY**

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

Violations of academic honor include any action by a student indicating lack of integrity in academic ethics. Violations include, but are not limited to, cheating and plagiarism.

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 the published or unpublished words or ideas of another [including online resources] as if it were one's own work. A writer's work should be regarded as his or her own property. Any person who knowingly (whether intentionally or unintentionally) 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) failing grade for the course.

Regardless of the outcome, a letter will be sent to the student's district superintendent and Board of Ordained Ministry.

(Academic Honor Policy added to Syllabus 4-12-08)

**SAMPLE COVER PAGE**

**Review of Lewis A. Parks and Bruce C. Birch, *Ducking Spears, Dancing Madly:  
A Biblical Model of Church Leadership***

Your Name  
COS 124 “Transformative Leadership”  
Assignment 1: Book Review  
First Session: April 17, 2020

## BIBLIOGRAPHY

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- Calhoun, Adele. *Spiritual Disciplines Handbook: Practices that Transform Us*. Downers Grove, IL: InterVarsity Press, 2005.
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### **Emotional Intelligence**

**Personal Competence: These capabilities determine how we manage ourselves.**

#### Self-Awareness

Emotional self-awareness: reading one's own emotions and recognizing their impact, using "gut sense" to guide decisions.

Accurate self-assessment: knowing one's strengths and limits.

Self confidence: a sound sense of one's self-worth and capabilities.

#### Self-Management

Emotional self-control: keeping disruptive emotions and impulses under control.

Transparency: displaying honesty and integrity, trustworthiness.

Adaptability: flexibility in adapting to changing situations or overcoming obstacles.

Achievement: the drive to improve performance to meet inner standards of excellence.

Initiative: readiness to act and seize opportunities.

Optimism: seeing the upside in events.

**Social Competence: These capabilities determine how we manage relationships.**

#### Social Awareness

Empathy: sensing others' emotions, understanding their perspective, and taking active interest in their concerns.

Organizational awareness: reading the currents, decision networks, and politics at the organizational level.

Service: recognizing and meeting follower, client, or customer needs.

#### Relationship Management

Inspirational leadership: guiding and motivating with a compelling vision.

Influence: wielding a range of tactics for persuasion.

Developing others: bolstering other's abilities through feedback and guidance.

Change catalyst: initiating, managing, and leading in a new direction.

Conflict management: resolving disagreements.

Building bonds: cultivating and maintaining a web of relationships.

Teamwork and collaboration: fostering cooperation and team building.

Grant Hagiya, *Spiritual Kaizen*.... pp. 50-51, quoted from Goleman, Daniel, Richard Boyatzis, and Annie McKee. *Primal Leadership: Learning to Lead with Emotional Intelligence*.

Cambridge, MA: Harvard Business School Press, 2002, p.39

### **Defining Transformational Leadership**

Four components:

- Charismatic role modeling;
- Inspirational motivation;
- Intellectual stimulation;
- Individualized consideration

Grant Hagiya, *Spiritual Kaizen*.... p. 79, quoted from Bass, Bernard M. and Bruce Avolio. *Improving Organizational Effectiveness through Transformational Leadership*. Thousand Oaks, CA: Sage, 1994 passim

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## **Group Project Assignment Procedures**

1. Among your small group members, gather as much mutual contact information as possible. Work on a number of scenarios in which you all will be in contact about participating in all phases of your project.
  - a. choose a convenor
  - b. explore what is each member's area of strength, e.g., information gathering, visuals, writing, process, shaping the presentation
  - c. what sequence of process will you need?
  - d. what about specific details: timeline, assembly of materials, writing the paper, making the presentation? **(All group members are expected to have some part in the class presentation.)**
  - e. be clear with the contact person(s) at your ministry site who you are, who you represent, and what you will be asking.
2. Questions to be asked – see separate document; the contact person(s) at your ministry will have received a copy of the class syllabus and the questions you will be asking.
3. When you have completed your interview, send a thank you note to the contact person thanking him/her and others for their time and sharing, and pray the Lord's blessing on their ministry. (I, too, will be sending a personal thank you to each of them as well.)
4. You will gather all this information and massage it into a **14-15 page paper (see syllabus, Page 3), due Friday, May 15.** Please turn in **one hard copy** of the paper. It should include all the information gathered using the outline of questions. You may include, **in addition to the 14-15 page text,** any brochures or materials which help illustrate this ministry.
5. When you make your **group presentation on Saturday, May16,** I encourage you to use visuals, skits, music to enhance your report – ***be creative!***

**Each small group member needs to participate in the information gathering, contributing to the paper, and presenting it to the class.**

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### **Group Project Assignment Questions**

#### I. Questions about the inception of this ministry:

- A. Where/how did the idea for this ministry originate?
  1. What were the previous models/settings for ministry which fed into this one?
  2. What were specific needs not being met in the previous situation(s)?
  3. What demographic realities led to this new format?
  4. What role did our denomination play in the emergence of this ministry?
    - a. annual conference/bishop/cabinet
    - b. district
    - c. local church(es)
    - d. pastor(s)
    - e. laity
    - f. general church agencies/committees/programs
  5. How was *The Book of Discipline* used in the process (or not!)?
    - a. was any part of UM polity particularly helpful?
    - b. was any part of UM polity particularly hindering?
- B. Describe the process(es) which brought your emerging ministry to its present form .
  1. What leadership principles or models were employed in the process? (e.g., biblical vision casting, managerial, corporate models – other?)
  2. What value(s) of the new ministry configuration were advertised to engage persons in the process?
  3. How was the projected change announced?
    - a. how was it initially received?
    - b. what helps were people given to understand the vision?
    - c. what roadblocks were experienced in the process?
  4. How long did the process take from the initial vision to its formal beginning?
  5. How has this emerging ministry been received?
- C. What structural/organizational changes have been made to accommodate this emerging model for ministry?
  1. Any physical building/structural changes?
  2. What has happened to any former, now unused, church properties?
  3. How are people dealing with this aspect?
  4. What organizational changes have taken place?
    - a. among churches?
    - b. with church staff?
    - c. across a new parish understanding?
    - d. with the appointment/deployment of clergy?
    - e. what is “working” best right now?

II. The mission of the United Methodist Church is “Making Disciples for the Transformation of the World”. The following questions relate to our faith commitment as United Methodist disciples of Jesus who desire holy transformation for the world. We do this from our local “headquarters” for ministry.

- A. You are how many years into this ministry?
  1. Is it working? If so, how? If not, why?
  2. What changes in the original concept have been made and how have they been Implemented? Received?
  3. Knowing what you now know, what should have been done differently at the outset?
  4. Do you foresee any future changes in this ministry concept to enhance its effectiveness?
- B. Do you think your ministry equips persons for the larger mission?
  1. How?
  2. Do people connect their new configuration to mission?
  3. Has any new sense of engagement with the local or larger community emerged?
  4. Have you sensed any spiritual growth in the congregation(s) or yourself through the changes?
  5. Where is God in Christ most visible and vibrant in the life of your ministry right now?
- C. What have been the learnings through the process the church(es) and you have come?
  1. Blessings?
  2. Frustrations?
  3. Major learnings?
  4. The Christian faith as experienced in and through the United Methodist Church?
- D. What leadership is necessary right now to maintain or enhance your current model of ministry?
- E. What specific area or need in your ministry would you pray for the Holy Spirit to touch right now?
- F. Are there any brochures, written materials, diagrams, public advertising, electronic resources (e.g. websites, Facebook, Twitter) which you can share?
- G. Any other comments?
- H. Students pray for the ministry and its leadership.

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## **Group Project Final Paper Guidelines**

1. You will need a **cover page** with group name, all group members' names, and the name of the ministry project.
2. The paper should be organized around answers you received to the "Group Project Assignment Questions".
3. Following those questions, briefly address any leadership principles from our three required texts that you see at work in your project: Birch/Parks? Bolsinger? O'Brien?
4. In annotating this paper, be sure to include details about any interviews, including the date and Interviewer; any references to class texts **must** be cited. All quotes must be acknowledged.
5. At the conclusion of the paper state briefly what you have learned as a group about "Transformational Leadership" from this assignment.
6. Any illustrative materials may be included (brochures, downloads, etc) **in addition to** the required 14-15 pages of text.
7. God bless your work and learnings with this project!

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## COS 124 Group Project Evaluation Form

Group Presenting: \_\_\_\_\_

Project Focus/Title \_\_\_\_\_

On a scale from 1 to 7 (**with 7 being the highest**), rate the group's class presentation from low to high in each of the following areas.

	Low						
High							
1. Clarity	1	2	3	4	5	6	7
2. Creativity	1	2	3	4	5	6	7
3. Substantive Content	1	2	3	4	5	6	7
4. Ownership	1	2	3	4	5	6	7
5. Biblical/ Theological Foundation	1	2	3	4	5	6	7
6. Spiritual Foundation	1	2	3	4	5	6	7
7. Clarity of leadership principles presented	1	2	3	4	5	6	7
8. Were ideas from our three class textbooks apparent in the presentation?	1	2	3	4	5	6	7
9. Quality of Discussion Responses	1	2	3	4	5	6	7

What I appreciated most about this presentation was: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

What would have been more helpful to me in this presentation was: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

My most significant learning from this presentation was: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Evaluator: \_\_\_\_\_