

**COURSE OF STUDY SCHOOL OF OHIO
METHODIST SCHOOL OF THEOLOGY
COURSE 124 – Transformational Leadership
Summer 2021**

This fully online course will be offered June 25-26 and July 16-17th. Final project-papers are due July 31, 2020.

If you don't like something, change it. If you can't change it, change your attitude.

~ Maya Angelou

Instructor:
Rev. Dr. Lisa M Hess
United Theological Seminary
4501 Denlinger Rd.
Dayton OH 45430
lmhess@united.edu
937-529-2263

Course Description and Objectives:

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:

- Evans, Rachel Held. *Inspired: Slaying Giants, Walking on Water, and Loving the Bible Again*. Thomas Nelson, 2018. [
- O'Brien, Brandon and Jim Belcher, *The Strategically Small Church: Intimate, Nimble, Authentic and Effective* (Bethany House, 2010)

Required Readings (pdfs): Several pdf selections from *HBR's 10 Must Reads on Leadership, Change Management, and Strategy*. (3 different texts) Harvard Business Review, 2011 (available as pdfs on Populi syllabus page)

- Ancona, Deborah and Thomas W. Malone, Wanda J. Orlikowski, and Peter M Senge, "In Praise of the Incomplete Leader" *On Leadership*
- Heifetz, Ronald A. and Donald L. Laurie, "The Work of Leadership" *On Leadership*
- Kegan, Robert and Lisa Laskow Lahey, "The Real Reason People Don't Change" *On Change Management*

- Kotter, John P. “What Leaders Really Do” *On Leadership*
- Rogers, Paul and Marcia Blenko, “Who Has the D?” *On Strategy*
- Rooke, David and William R. Torbert, “Seven Transformations of Leadership” *On Leadership*

(Students are responsible for obtaining their own books)

VI. CALENDAR

The course opens on June 1st. Pre-work is expected to be completed upon ‘arrival’ at first digital session. Typical work online includes reading assigned books or documents, engaging in on-line discussion groups, creating collaborative structures or interactions with congregational members, and a final paper and vision project.

Digital Classroom Gatherings on Zoom

June 25: 2-4 p.m. & 5-7 p.m.

June 26: 1-3 p.m.

July 16: 2-4 p.m. & 5-7 p.m.

July 17: 1-3 p.m.

1. Watch the following TedTalk by Shonda Rhimes, listening for any wisdom in your own learning-leadership life:

https://www.ted.com/talks/shonda_rhimes_my_year_of_saying_yes_to_everything?referrer=playlist-ted_talks_by_strong_women_lead

June 1st – Learning Space Opens

Week One (June 7-12): Introductions & Getting Oriented

Week Two (June 14-19)

Read: Leadership-Management (Kotter) - pdf
The Work of Leadership (Heifetz & Laurie) – pdf

Optional: Complete “the Grace-Gifts Discovery Inventory,” uploadable at the course shell. Score your own results (p. 179 of the Inventory) and bring them to class. Prayerfully review the biblical underpinnings of your top 5 gifts.

Write a 3 page paper (dbl-spaced; 1” margins) offering a preliminary understanding of ‘the work of leadership’ as Heifetz&Laurie describe it. Relying upon Kotter’s distinctions between leadership and management, identify your own experience in congregational leadership-life so far: are there skills of management that come easily for you? Skills of leadership? The “Grace-Gifts Inventory” for “Rediscovering Spiritual Gifts”, pdf available on Populi, is an optional tool for you, if you desire to explore that as well. Listening for what kind of feedback you might desire, ask a congregational leader/companion in your church ‘system’ – lay-leader, mentor, spiritual director, etc. to read it, offering the feedback you asked for...

Submit to Trad Nogueira-Godsey for any review & refinement by June 19th

**Week Three (June 21-26):
Observations Forum**

Digital Classroom (Zoom):

June 25th 2-4 & 5-7 p.m.

June 26th 1-3 p.m.

Gathering-Opening; Lectures; Discussions

Have read:

“See for Yourself: Reimagining Ministry Success” (first chapter, O’Brien)

“The Temple” & “Origin Stories” (first chapter, Evans)

Have your 3-pg reflection readily available.

Lecture One: *Leadership That Transforms*

Organizing themes (the Logic of the Spirit and Trinitarian Flow; learning to see anew) Scripture Origin, Deliverance, War, Wisdom, Resistance, Gospel, Fish, Church Stories

Lecture Two: *Dipping our Toes (!) into the Baptismal Font*

Organizing themes (management-leadership complementarity, adaptive challenge & focus points, origin stories – how would you tell your own origin story(ies)?)

Week Four (June 28-July 3)

1. Read O’Brien, Chapter 2-3 (Downward Mobility: Four Ministries Shrink for the Kingdom’s Sake & Keeping it Real: the Authentic Church)
2. Read Evans, Chapters 2-3, plus The Walls and The Debate
3. Participate in discussion forum by Thursday (midnight), responding to at least three colleagues by end of week (Saturday midnight)
4. Schedule a coffee/lunch time (via Zoom or phone) with your congregational-companion for sometime the next week or so – debrief your weekend’s learnings/discernment

Week Five (July 5-10)

1. Read O’Brien, Chapters 4-5
2. Read Evans, Chapters 4-5, plus the Beast and The Water

Week Six (July 12-16)

1. Read O’Brien, Chapters 6-7-8
2. Read Evans, Chapters 6-7-8, plus the Sea & the Letter
3. Participate in discussion forum by Thursday PM, responding to at least three colleagues by end of week (Saturday midnight)

Digital Classroom (Zoom):

June 16th 2-4 & 5-7 p.m.

June 17th 1-3 p.m.

Week Seven (July 19-24)

1. Read “The Seven Transformations of Leadership” (Rooke & Torbert) – pdf in shell
2. Read “Who Has the D?” (Rogers & Blenko) – pdf on Populi
3. Participate in discussion forum by Thursday PM, responding to at least three colleagues by end of week (Saturday midnight).
4. Meet again with your congregational companion(s) via phone or socially-distanced coffee, offer some readback lines from the Vision readings and some of what is stirring in you. Pray together, listen together, brainstorm together, for what all is Rising in your midst

Week Eight (July 26-31)

1. Post in the *Leadership Synthesis Discussion* your responses to the following questions. Review your notes, your readback lines/highlighting, your reflections (pre-work and post-class) before you post. (Thanks to Dan Gildner for the assignment/prompt)
 - a. What have I learned about the character of a pastoral leader? (at least 2 things)
 - b. What have I learned about the competence of a pastoral leader? (at least 2 things)
 - c. What have I learned about the clarity of vision of a pastoral leader? (at least 2 things)
2. Read “In Praise of the Incomplete Leader” (Ancona, et al) – pdf in shell;
3. *Optional:* Read “The Real Reason People Won’t Change” (Kegan & Lahey) – pdf in shell
4. Review the directions (below) about the final paper and the vision project. Share a draft with congregational companion(s), glean ideas and comments, encouragement and challenge from them.

Final Paper/Project due July 31st 5 p.m.

FINAL PAPER AND VISION PROJECT SUMMARY

Personal Leadership & Change Paper (6-8 pages): *Description:* After reading through the texts and participating in the course work:

- a. Define a Biblical, pastoral leader. List at least 10 attributes gleaned from the course and/or your life experience. List the sources. (~3 pages)
- b. How has God called and gifted you to be a transformational, biblical, pastoral leader? How does your gifts/graces inventory (or any other assessment you like) set you up for transformational ministry? What obstacles or weaknesses need acknowledged and dealt with for transformational ministry to happen? (~2 pages)
- c. Close your paper with a summary of leadership theory, common obstacles, etc. that you can give to your church board about how to help bring about change. (1 page)

Vision-Project (6-8 pages)

Description: Submit a summary of what you and your congregational companions have Received in these weeks:

1. Discernment - What has been the fruit of your companion's/group's prayerful discernment? What did God do through the prayer time with one another?
2. "Snapshot" – Using the tools from class identify the current reality of your context. Where are you?
3. "Paint a Picture" – Identify the vision or picture that God has articulated for your context. Where are you going?
4. "Define the Gap"–What are the challenges, internal and external, between where you are and where God is calling?
5. "Strategy" – How will you get to where God is inviting you to be? This should be the most robust part of your paper. It should address things like:
 - a. What resources are needed (people, financial, timing, etc.)?
 - b. What data (information and narratives) is needed before moving forward?
 - c. What is needed from you as the pastoral leader?
 - d. What needs set aside while this process happens?
 - e. How will you handle conflict that arises?
 - f. How will you know if the change is "faithful"?
6. Overall Learning – Offer some self-reflection as to what you learned from this process.

Note on Online Discussions For the community of learning to be most effective, we all need to be engaged. You have six days for each module. You must find time during those six days. All Sundays have been excluded from the calendar datings, in honor of the wisdom (and commandment) to Keep the Sabbath. The community life of each of us differs, but the hope is to encourage a 24/6 mentality, even in online learning. Your initial post each week is due by Thursday, 11:59 pm unless otherwise noted. Your responses to colleagues' work are due no later than Saturday 11:59 pm. **Church duties are not an excuse for absence.** Your appointment to a local church takes into account the need for school preparation. As part of your appointment, you are expected to be present in online discussions and Zoom sessions.

Specific rubrics will be available on Populi.

VII: SEMINARY STANDARDS:

A. Inclusive language

Methodist Theological School has an official policy regarding the use of Inclusive Language. The policy may be found in the Catalog and further explained in the Student Handbook. If you have specific questions, please see the instructor.

B. Academic Integrity

Student integrity regarding all work assigned in this class is a basic expectation of the community. The Academic Honor policy can be found on the next page.

C. Online Confidentiality

One of the highlights of the online classroom is that students can draw from the experiences shared during class discussions and in written work. However, it is imperative that students do not share information that is confidential, privileged, or proprietary in nature. In addition, students are expected to honor the privacy and confidentiality of their classmates by not disclosing online conversations with those outside of the classroom.

D. Statement on Disability

Any student who may need accommodation based on the impact of a disability should contact the Course of Study Coordinator.

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.

VIII: USING ONLINE RESOURCES:

For information about how to access Populi and where to find help if you need it may be found at <https://cosohio.org/populi> and <https://support.populiweb.com/hc/en-us/categories/203333527-For-Students>. Support and help guides are available once you have logged into the site; you can also email Grace Wallace (gwallace@mtso.edu) for help.

Remember:

- RELAX; it will all work out as Spirit intends.
- Develop a weekly plan for checking your email and the online classroom several times a week
- The News Forum cannot be unsubscribed and will hold every posting for the entire semester; you can always return to doublecheck details and directions
- Write ALL your posting-entries *first* in a word-processing document, *not* on Populi; it doesn't happen often but you may be kicked off the system and lose your work
- You have a body and it can't sit at the computer for 4 hours in a row; be attentive to your needs even as you complete the assignments and engage the learning environment for your own benefit.

IX. EVALUATION:

Assignments & Method of Determining Grade

Pre-Work	10%
Digital sessions	20%
Online Work	50%
Final Paper & Visioning Project	20%

Critical and substantive participation: This course requires a practice called 'readbacks' and then sustained engagement with them, with course content as a whole. A 'readback line' is a direct quote from one of the readings or lectures, printed verbatim on the posting/page with proper citation/source named. This insures critical attention is paid to the actual words spoken/read, in close proximity to the words that reflect upon them.

Substantive participation means two things over the course of a week's assignments. One, it means **at least 2-3 readbacks from each reading** (for a B level participation) and then the full measure of words required for the posting. Readback lines do not count in the word-count. Two, it means engaging with several colleagues' postings, above the required number moves participation into 'excellent' and not just 'substantive.' **The requirements listed each week are for B performance expectations.** Above these stated requirements earns some flavor of A, below earns a lower grade.

X. STUDENT COURSE EVALUATIONS:

It is very important for students to submit a course evaluation toward the end of the semester (Grace Wallace will send out an email with instructions for filling out the evaluation). Instructors do not see the student evaluations at all until after the instructors have submitted the students' final official grades. Students should feel free to evaluate the course without any negative ramifications.

XI. REFERENCE BIBLIOGRAPHY

- Birch, Bruce and Lewis Parks, *Ducking Spears, Dancing Madly: a Biblical Model of Church Leadership* (Abingdon, 2004) – GBHEM text
- Goleman, Daniel. “What Makes a Leader?” *HBR’s 10 Must Reads On Leadership*. HBR 2011. (pdf on shell)
- Green, Carl.”Leadership Theory of a Protestant Minister,” *Journal of Leadership Studies*, 2001, Vol. 8, No. 1. (pdf on shell)
- Hess, Lisa M. “Shadowdancing: Fear as a Pathway to Transformation” (essay for *Review and Expositor*, 2018 (pdf on shell)
- Kelly, Thomas. *Testament of Devotion* (Harper&Brothers, 1941; renewed 1969)
- Moxley, Russ S. *Leadership & Spirit: Breathing New Vitality and Energy into Individuals and Organizations* (Jossey-Bass, 2000)
- Nixon, Paul. *I Refuse to Lead a Dying Church* (Pilgrim Press, 2006)
- Snow, Luther K. *The Power of Asset Mapping: How Your Congregation Can Act on Its Gifts* (Alban, 2004)
- Steinke, Peter L. *How Your Church Family Works* (Alban, 2000)
- Ware, Corinne. *Discover Your Spiritual Type: A Guide to Individual and Congregational Growth* (Alban, 1995).