COS 124
Transformative Leadership

Syllabus and Assignments
Course of Study School of Ohio
By Zoom:
7:30pm-9pm Eastern – April 4
9am-11am & 2pm-4pm Eastern – April 5
7-9pm Eastern -   May 2
9am-11am & 1:30pm-4pm Eastern – May 3

Instructor: Steve Trefz – sgtrefz@gmail.com
See syllabus on Populi for phone number

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.

Texts:

Required:
Birch, Wayne G., and Lewis Parks. *Ducking Spears, Dancing Madly: A Biblical Model of Church   Leadership.* Nashville: Abingdon, 2004.

Bradberry, Travis, and Jean Greaves. *Emotional Intelligence 2.0*. San Diego: Travel Smart, 2009.
    (Buy this new!!! Or else you can't get the online code for the assignment!!)

Frost, Michael. *Surprise the World: Five Habits of Highly Missional People.* NavPress, 2016.

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

Take the Spiritual Gifts Inventory at
    https://www.umcdiscipleship.org/spiritual-gifts-inventory

Contact hours: Live Zoom sessions will be held from 7-9pm (Eastern) on April 4 & May 2, and from 9-11am & 1-3pm on April 5 & May 3. These will include a mix of lectures, small group discussions, and peer presentations. 8 asynchronous hours will occur before, during and after the sessions as listed below.

Written Work
All papers must be typed and double-spaced with one-inch margins on all sides. Use Arial or Times New Roman for fonts, 12-point size. Do not add a title page (save a tree). Your title should appear on page one with your name on each page. All citations must be footnotes using the style found in *Turabian* or another standard footnote source. Your work must be original rather than sections take from computer-generated articles. We wish to see your writing skills and your creative ability. You can always adapt with a **PowerPoint presentation or something similar** if you don't want to write a paper.

*Please don't let the written work stop you from participating! Start early, ask the instructor questions as soon as you have them, and seek help! Finding a way to share your story of leadership is the goal of this course!

Attendance
Because we have limited time together it is required that the student be in attendance for each session. Please arrange for mentors or others to cover for you in case of funerals, etc. The instructors do not make the rules on this issue. The Director has final say on emergency issues.

Course Schedule & Topics
Asynchronous Session #1 – Approx. 2 hrs. - Pre-class Lectures and Google Doc response links will be shared on Monday, March 3rd. To be viewed and responded to before Wednesday, April 2nd.

Friday, April 4th – Who am I? – Emotional Intelligence, Spiritual Gifts, BELLS
Saturday, April 5th (am) – Where am I? – Contextual Intelligence and SWOT Analysis
Saturday, April 5th (pm) – How am I? – Calling, Timing, and Ministry Assessment

Asynchronous Session #2 – Approx. 3 hrs. – Google Doc discussion of presentations in assignment #3. Due Wednesday, May 1st.

Friday, May 2nd – Old Testament Conversation (Ducking Spears, Dancing Madly)
Saturday, May 3rd (am) – New Testament Conversation (Strategically Small Church)
Saturday, May 3rd (pm) – Wesleyan Theology and its Impact on Transformation

Asynchronous Session #3 – Approx. 3 hrs. – Sharing of final presentations and in-depth peer review in pairs with instructor, via Google Doc. To be completed by May 13th.

Grades

The COS School now requires that we give a letter grade. In graduate school an A to A- is considered excellent. B+ to B is considered very good, B- to C is a passing grade. Any grade of C- or below indicates that the student needs additional help in understanding and working with content.

Grading Score

  60%   All written assignments completed and on time.
  40%   Class participation

Assignments

Assignments 1 and 2 are to be uploaded by April 2nd so that the professor can integrate the work into our opening weekend's course time. All assignments uploaded in Populi.

1. This assignment will involve answering the following 3 questions related to the Spiritual Gifts Inventory, Frost, and Emotional Intelligence required readings in a paper format, or prepare a 12 slide PowerPoint presentation or something similar.

Question #1: What were your top 3 spiritual gifts, and your bottom 2 spiritual gifts according to the CLM resource?   Did these surprise you? Why or why not?

Question #2: Which component of Michael Frost's BLESS habits did you most resonate with? Which habit seems most unlikely for you to incorporate in your leadership? Please explain your answers for both.

Question #3: What learning did you take away from your Emotional Intelligence results? Be specific please, and address how these qualities might impact your ability to lead in ministry.

2. This assignment will involve answering the following 3 questions based upon the *Ducking Spears, Dancing Madly & The Strategically Small Church* required readings in a paper format, or prepare a 12 slide PowerPoint presentation or something similar.

Question #1: Ducking Spears pg 20-22 offers three levels or disciplines which can offer guidance to church leadership.   Which of the three speaks most to you, and which area do you need to catch up on?

Question #2: Scripture plays a role in both books. The Old Testament drives Ducking Spears, while the New Testament drives Strategically Small. Name 2 arguments from

Scriptural sources that you found convincing in the two books (preferably one from each). Then name 1 argument that left you not so convinced and why.

Question #3: At the core of both books, yet somewhat understated in my opinion, is the theology that God calls leaders forward for the transformation of the world around them. Both books also acknowledge that some leaders that provide excellent leadership resources aren't even Christian. Based on what you read, how do you reconcile Biblical and theological leadership motivations with worldly and organization-based leadership techniques? Where have you seen them combined well, and where have they been contrary to the ministry's mission?

Information on completing assignments 3 and 4 will be given during our April 5th class:

3. Prepare a leadership case study to share with your classmates during our May 2-3 session. Details will be shared at our opening weekend together.

4. Final Presentation (Final week of classes). Write a 8-10 page, double-spaced paper (5-6 of the best pages of your previous content including citation of sources & 3-4 pages of original work based on class learnings). Or prepare a PowerPoint presentation or something similar that addresses the requirements. See the next page of the syllabus for a sample outline. Feel free to read the required texts with an eye towards this final paper.

Final Presentation Paper Outline
I. Present your position as leader of your ministry setting (2 pages)
   a. Your gifts, graces, and emotional intelligence
   b. Your official appointment and a description of your ministry setting

II. Present the vision for transformational change (2-3 pages)
   a. Describe the situation that needs transformation
   b. Describe the Biblical/Theological reasoning behind this transformation need
   c. What assets exist that would help with transformation
   d. What obstacles exist that might hinder transformation

III. Present the process for implementation that you envision for the setting (2-3 pages)
   a. How would you propose casting the vision? (Who is in on it, when, how?)
   b. How would you propose starting the ministry? ($$$, social capital, timing)
   c. What crucial conversations need to happen in these beginning stages?

IV. Present ways of measuring the transformational ministry once it begins (2-3 pages)
   a. Describe how you would collect data to know if the ministry is doing "well"
   b. Describe how you would address accountability in the change process
   c. Describe any changes you envision for your role throughout the change event

Grading – the below form will be used to tabulate your final grade

Final Grade Form

Description	Max. Points	Points Awarded
Pre-Class Papers (Assignments 1, 2)	100 x 25%	
Class Participation (Including Assignment 4)	100 x 50%	
Final Presentation (Assignment 5)	100 x 25%	
Total	**100**	

COSSO Academic Honor Policy

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 acknowledgment 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 sanctions: (1) warning; (2) failing grade for the assignment and/or course; (3) probation; (4) suspension; (5) dismissal from the Course of Study School of Ohio. In severe or repeat cases (regardless of the sanctions) a letter will be sent to the student's District Superintendent and Board of Ordained Ministry representative.

COSSO Attendance Policy

National policy from the General Board of Higher Education and Ministry (GBHEM) states that a student is expected to attend every class session. Unexcused absences may be cause for loss of credit or dismissal from the school. A student missing 20% or more of the classroom work shall not receive credit for the class. In the event of extenuating circumstances which require the student to miss up to 20% of the synchronous course time (whether in-person or on Zoom), the student should contact both the instructor and the Director prior to the start of the class to get approval and discuss make-up work. (Extenuating circumstances include emergency situations, illness, and dire circumstances, for example. Students are to provide back-up coverage at the local church while attending COS classes.)

> **Cancellation and Withdrawal**: Student must notify the COSSO office if they will be unable to attend class for which they are registered. Although there is no penalty when withdrawing more than two weeks in advance of the beginning of a term, registration fees are nontransferable and nonrefundable. A $50.00 late withdrawal fee is charged for all withdrawals within two weeks of the start of a class. All tuition and housing payments are applied to a future term.

> Students withdrawing after the start of a term will be assigned a grade of AW (Administrative Withdrawal) and will be responsible for the full $300.00 tuition amount. Any annual conference scholarship applied to the student billing record becomes the student's responsibility and is due by the end of the term. Housing payment is non-refundable.

> **No Shows:** Except in cases of immediate and dire emergencies, if a student misses any class without notifying the COSSO office, tuition and housing fees are due immediately, a $50.00 no show fee is charged, and the student will receive an "F" in the class.