Syllabus

Mississippi Course of Study

COS 124: Transformative Leadership

July 12 – August 14, 2021

Millsaps College, Jackson, MS

(Online Instruction)

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# Course Description

COS 124 Transformative Leadership forms the student’s identity as pastoral leader and change agent in congregations, the United Methodist Church, and the world.

# Objectives

*Students will be able to:*

* Identify and understand the attributes of good leaders, biblically and theologically.
* Evaluate and strengthen their own identities and skills as pastoral leaders.
* Explain and reflect on the nature of change in the local congregations and wider society.
* Implement visioning, strategizing, and planning processes in their local congregations.

# Required Textbooks:

There are two primary required textbooks and one recommended supplemental text for this course. Please feel free to order used copies to suit your needs.

**Required Textbooks**

Parks, Lewis A., and Bruce C. Birch. *Ducking Spears, Dancing Madly*:*A Biblical Model of Church Leadership.* Nashville: Abingdon Press, 2004. ISBN 978-0-687-09285-7.

*O’Brien, Brandon J. The Strategically Small Church*: *Intimate, Nimble, Authentic, and Effective.* Minneapolis, MN: Bethany House, 2010. ISBN 978-0-7642-0783-9.

**Supplemental Textbook**

Goleman, Larry. *Finding Our Story*:*Narrative Leadership and Congregational Change.* Herndon, VA: The Alban Institute. ISBN 978-1-56699-376-0.

# Your Instructor

Rev. Dr. Kwasi Kena will be your instructor for this course. Dr. Kena is a retired elder of the Greater New Jersey Annual Conference of the United Methodist Church (UMC) and currently serves as associate professor of ethnic and multicultural ministry at Wesley Seminary in Marion, Indiana. Dr. Kena served under appointment for 29 years and his ministry experiences range from the local church pastorate to overseas missionary service, to denominational director of evangelism ministries for the General Board of Discipleship, to his current faculty position. Rev. Dr. Kwasi Kena is married to the Rev. Dr. Safiyah Fosua. They live in Grand Rapids, Michigan.

# Collaborative Learning Philosophy

I encourage students to adopt a collaborative learning philosophy. In short, this philosophy encourages each student to contribute to the overall learning experience by exhibiting a charitable spirit willing to share information and insights with your peers beyond synchronous class sessions. Such sharing enhances our experience as a learning community. My hope is that by doing so you will be inspired to do collaborative ministry in your communities. I believe ministry is not competitive. I believe it should be a collaborative, cooperative venture. I covenant to share any information or insights I have to encourage productive teaching and learning to occur throughout this course. I hope you will join me in this covenant.

# Online Modality

This course will be conducted completely online using the *Zoom* application for synchronous (face-to-face) sessions on weeks 1, 3, and 5, and a learning management platform, *Course Connect*, for online discussions.

Online discussions will occur on the following weeks:

1. Pre-Course Discussion: Monday-Thursday prior to the first synchronous session. (Single Post)
2. Weeks 1-2 (Two-Week Discussion—Multiple Posts)
3. Weeks 3-4 (Two-Week Discussion—Multiple Posts)
4. Week 5 (Two-Day Discussion—Single Post)

Your papers will also be submitted to the instructor and returned to you through *Course Connect*.

# Guidelines for Written Assignments.

* 1. **Format**: All **papers** submitted via Course Connect should be in **.doc** or **.docx** format. If you are not using Windows software it is also acceptable to submit papers in PDF format. *Always begin filenames with your name*, then the *title of the assignment*. Examples: [firstinitial.lastname – assignment title] = **" K.Kena Pastoral Leadership.docx**
	2. **Documentation**: Please always *cite your sources* whenever you are quoting or summarizing from a text, even if it is obvious or mentioned in the assignment. Provide at least the author's name, the title, and the page number, even in discussion assignments. **Please see the plagiarism section of this syllabus for more information.**
	3. **Style**: Chicago Manual of Style documentation is expected for bibliographic references and any quoted or paraphrased materials. Basic information about this style may be found at The Purdue Online Writing Lab (OWL). For this course we will be using the Notes and Bibliography (NB) options. <https://owl.purdue.edu/owl/research_and_citation/chicago_manual_17th_edition/cmos_formatting_and_style_guide/chicago_manual_of_style_17th_edition.html>
	4. **Due dates**: All assignments are due on the date specified by the syllabus. Written assignments submitted more than three (3) days after the due date *may be accepted* with a 10% penalty. Late discussion posts will attract a 25% penalty. If you experience extenuating circumstances that may result in a late submission, please contact your professor via email: kwasi.kena@indwes.edu.
	5. **Feedback**: I will make every effort to provide feedback and grades on all on-time submissions within ten days of the due date.

Guidelines for Online Discussions:

**Identification:** Students - please adhere to the following **naming convention** for your initial discussion posts: "[name] - [assignment title]"

So, e.g. *“Kwasi Kena – Clergy Power”*

This will help your professor identify the posts you are responding to when she/he grades your discussions.

**Content:** Discussion assignments are similar to group or all-class discussions in the classroom context. While these are not "writing assignments," you should still be careful with grammar, spelling, documentation, and formatting in your discussion posts and comments. Posts need to have *substance* in order to count. Short comments like, “I agree,” or “Good work,” will not count toward your week’s assignments. The posts that count grade wise will need to advance the discussion in some significant way.

**Climate:** We encourage you to remember that the discussion room may be full of many opposing views on any given topic. We encourage you to view differences of opinion and belief as opportunities to learn from one another. Do engage your neighbor’s thoughts charitably. It is at the professor’s discretion to remove any posts or comments he or she thinks cross the line.

**General instructions:**

If you are responding to another post, click “reply.”

In your responses, compare, contrast, and/or question another’s postings.

**Late discussion posts**—Discussions are part of your interactive learning experience. You receive points for sharing as well as for interacting with others in the discussion forums. Late initial posts do not contribute to this process of interactive learning. Therefore *a 25% deduction will be recorded* for initial posts that are offered after the closing date of each discussion.

# Class Calendar & Assignments

# Synchronous Meetings and Asynchronous Discussion Forums

|  |  |
| --- | --- |
| Synchronous Meeting Dates Via Zoom | Asynchronous Assignments & Discussion Forums  |
| **Week 1:** Friday, July 16, 7-9pm, CSTSaturday, July 17, 10am – Noon, CST**Week 3:** Friday, July 30, 7-9pm, CSTSaturday, July 31, 10am – Noon, CST**Week 5:** Friday, August 13, 7-9pm, CSTSaturday, August 14, 10am – Noon, CST | **Pre-Course Work:** * Discussion Forums 1-2: July 12-15

**Weeks 1-2:** July 16-29* Discussion Forum 3

**Week 2*** Written Assignment 1: Due July 24

**Weeks 3-4:** July 30-August 12* Discussion Forum 4

**Week 4:*** Written Assignment 2: Due August 5

**Week 5:** August 13-14* Discussion Forum 5

**Post-Course Work:*** Final Paper: Due August 21
 |

# Course Schedule: Assignments

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Assessment Name | Reading Assignment | Date | Points | TimeEstimate |
| **Pre-Course Readings** | The Old Testament book, 1 Samuel [Entire book]*Ducking Spears, Dancing Madly* (Entire book)*The Strategically Small Church* (Entire book) | July 16 | -0- | 24 hours |
| **Pre-Course Discussion Forum (1)**Personal Introductions | None(Instructions below) | July 12-15 | -0- | 30 minutes |
| **Pre-Course Discussion Forum (2)**What Does It Mean to be a Transformative Leader? | Watch Video: 3 Cycle[s] of Call [27 min. 19 sec.] <https://youtu.be/piQHHOB-7h4>(Instructions below) | July 12-15 | 50 | 1.5 hours |
| **Week 1**Synchronous Class Participation: * Calling
* On Being a Ministry Professional
* Leadership Formation & Deformation
* Understanding Power in Ministry
 | Readings:[Review] *Ducking Spears, Dancing Madly*,chapters 2-6, & 8. | July 16-17 | 50 | 4 hours |
| **Weeks 1-2**Discussion Forum 3: * Preserving Ministry Integrity
 | Media:* [Video in Course Connect] Dr. Kena lecture on codes of ethics for ministry professionals.
* [Podcast] “#74 Dr. Sondra Wheeler: Holiness and Loneliness in Pastoral Ministry,” [42 minutes 30 seconds] **[Start at the 15-minute mark & listen to the end.]**
* <https://soundcloud.com/user-743479271/74-dr-sondra-wheeler-holiness-and-loneliness-in-pastoral-ministry>
 | July 19-29 | 100 | 2 hours |
| **Week 2**Written Assignment 1 * The Ministry Professional
 | **Readings to Reference for this Assignment:**1. The Old Testament book, I Samuel, in its entirety.
2. Chapters 1-6 Parks, Lewis A, and Bruce C. Birch. *Ducking Spears, Dancing Madly*. Focus specifically on the biblical commentary—especially under the heading, “Listening to the Books of Samuel,” on pages 24-27; 31-34; 42-50; 61-68; 81-88; 94-102.
 | July 24 | 150 |  |
| **Week 3**Synchronous Class Participation:* Self-Care of the Pastor’s Soul.
* Minister as Resident Theologian
 | [Review] *Ducking Spears, Dancing Madly* chapters 7, 9, & 10. [Podcast] “#74 Dr. Sondra Wheeler: Holiness and Loneliness in Pastoral Ministry,” [42 minutes 30 seconds] **[Listen from the beginning to the 15 minute mark.]**<https://soundcloud.com/user-743479271/74-dr-sondra-wheeler-holiness-and-loneliness-in-pastoral-ministry> | July 30-31 | 50 | 4 hours |
| **Weeks 3-4**Discussion Forum 4:* Equipping Others for Ministry
 | [View Videos]* [Video in Course Connect] Dr. Kena lecture on Christian Vocation for All
* Amy Sherman | Stewarding Vocational Influence <https://youtu.be/496-ov9xkMg> [40 min. 28 sec.]
 | July 30-August 12 | 100 | 2 hours |
| **Week 4**Written Assignment 2* On Becoming a Transformative Leader
 | **Resources to Reference for this Assignment:*** *Ducking Spears, Dancing Madly*
* *The Strategically Small Church*
* Previously assigned videos and podcasts

**Supplemental reading:*** *Finding Our Story*
 | August 12 | 150 |  |
| **Week 5**Synchronous Class Participation:* Leading Church Differently
* Seeing Church Anew
 | **Reading Assignments:*** Review main points in *The Strategically Small Church*, chapters 3-8.
* [Article] How Not To Train Your Volunteers By Rick Warren <https://pastors.com/how-not-to-train-your-volunteers/>

**Recommended Supplemental Reading:*** *Finding Our Story,* chapters 3-6
 | August 13-14 | 50 |  |
| **Week 5**Discussion: * Personal Development Assessment
 | **Readings*** Review Your Personal Journal Entries
 | August 13-14 | 50 |  |
| **Post-Course Work**Final Paper | **Resources for this Assignment:*** Consult relevant content from required readings, videos, discussions, and personal research sources.
 | August 28 | 250 |  |
| Total Points |  |  | 1,000 |  |

# Personal Journal

Leadership begins with keen self-awareness. Who are you called *to be* as a Christian leader? What are you called *to do* as a pastoral leader? Taking time to think about how the course content is influencing you and shaping your thoughts about Christian leadership is as important as learning the terms and concepts embedded in the textbooks.

Christian ethicist, Sondra Wheeler, says ministry professionals frequently suffer from a “failure of self-insight,” they need “mutual accountability,” and they benefit from “self-monitoring [within] bodies of professional licensing and adjudication.”[[1]](#footnote-1) Educator, Parker Palmer, reportedly expressed the angst he felt watching students take meticulous notes on his lectures without taking any notes on what was going on inside of them as they interacted with the course content.

I propose that prior to scholarly examination, we should first engage in self-examination. Christian leadership is a subjective process. Each of us brings something with us to our ministry context: personal life experiences, previous interactions with clergy and laity, and personal conceptions of how a “good leader” is supposed to function, etc. A candid examination of yourself throughout this course will help you discover the type of Christian leader God created you to be. As you journey through this course, maintain a for-your-eyes-only journal. In this journal, jot down your reactions to the course content. Note how the concepts and methods are shaping your thoughts, beliefs, and attitudes about Christian leadership. In the Week Five Discussion Forum you will share a summary reflection describing the ways you have been formed by the course content, discussions, and/or written assignments. See the handout, “Journaling on and Off the Page,” in the Appendix for tips on maintaining a journal in traditional and non-traditional ways.

# Date: Monday—Thursday, July 12-15, 2021

# Pre-Course Discussion 1

Topic: Personal Introductions

Modality: Online, Course Connect, Asynchronous

**Instructions**

The purpose of this discussion is to get acquainted and begin to bond as a class. Please respond to each of the following discussion prompts in this forum.

1. Share some personal insight about yourself that people normally would not know about you. (For example, a life dream—past or present, a hobby, or other special interest.)
2. Where do you currently serve in ministry?
3. To what ministry do you believe you have been called? (For example, worship leader, pastor, evangelist, teacher, youth pastor, etc.)
4. What do you believe God wants you *to be* and *to do* in the ministry to which you have been called? In short, what character traits (being) and what major responsibilities (doing) do you believe are essential for your ministry position?
5. What do you hope to gain from this course?

**Feel free to interact with your classmates with greetings.**

**Post your responses in the Pre-Course Discussion 1 Forum in Course Connect from July 12-15.**

# Pre-Course Discussion 2

Topic: What Does It Mean to be a Transformative Leader?

Modality: Online, Course Connect, Asynchronous

**Background**

Each of you comes to this course with varying degrees of experience and expertise in Christian leadership. Some of you may serve as the primary pastor, others may serve a support role. Regardless of your leadership status, there is always something that can be learned to improve your effectiveness in leading others. In this discussion we will begin the exploration of leadership by getting your initial thoughts on what it means to be a transformative leader. Our conceptions of leadership derive from our interactions with other leaders in church cultures and in larger community settings. Perhaps you have given intentional thought about what it means to be a Christian leader. Some of you may have taken leadership development training on your jobs. Still others may have learned leadership through military experience. This initial discussion on Christian leadership invites you to articulate your understanding of what leadership entails, how leaders should function, and what transformative leadership means to you. You will reference these initial thoughts at the end of the course to help you assess your progress.

**Supplemental Resources**

To prepare for this Pre-Course Discussion 2 Forum, do the following two tasks:

1. Watch the 27 minute 19 second video, “[3 Cycle[s] of Call](https://youtu.be/piQHHOB-7h4),” by Marjory Zoet Bankson, the author of *The Call to the Soul: Six Stages of Spiritual Development.* This video will help you think about some common aspects of the call to ministry.
2. Think about the leaders you have observed or served under. Remember the leadership qualities of the leaders from whom you learned the most. The formative lessons you learned may have resulted from positive or negative examples. From some leaders we learn what to do and from other leaders we learn what not to do in ministry. Both experiences are instructive.

Viewing the video and recalling your experiences with leaders will prepare you to describe the qualities you have that help make you an effective leader in the forum.

**Instructions**

In the Pre-Course Discussion 2 Forum post brief responses to the following prompts:

1. What aspect of Bankson’s description of the call process was most instructive to you? Explain why. In what ways could Bankson’s description of the call process help you discern when someone else may be experiencing a call to ministry? Share specifics.
2. List the most important functions pastoral leaders need to fulfill in your specific ministry setting. Include a rationale for each function listed. For example, why do you believe the function is essential and what does the function accomplish?
3. Describe what you believe it means to be a “transformative leader” in your ministry context.
4. What do you believe would help you become an effective transformative leader?
5. List any initial questions, comments, or reactions you have about the assigned readings in *Ducking Spears, Dancing Madly* by Lewis A. Parks and Bruce C. Birch for our first class. We may address some of these during our synchronous class meetings.

**[Journal Entry Reminder: Be sure to jot down your personal reflection on how participation in this discussion forum is forming you.]**

In future discussions, you will be asked to interact with members of the class. For this first discussion, you will only be graded for your single response.

**Post your responses in the Pre-Course Discussion 2 Forum in Course Connect from July 12-15.**

# Week 1 Synchronous Classes

## Date: Friday, July 16, 2021

Topics: Spiritual Leadership Formation and Deformation

Modality: Zoom (Face to Face) Class

Time: 7 pm – 9 pm CST (8 pm – 10 pm EST)

**Reading Assignments**

* 1 Samuel 3, 9, 16-31
* *Ducking Spears, Dancing Madly,* reference content from chapters 2, 3, & 5.

**Background**

Understanding one’s call to ministry is the initial step toward becoming what God intended is to be and discovering what God intends for us to do. The call encompasses more than learning what you are supposed to do—often limited to one view of ministry. Marjorie Zoet Bankson, the author of *The Call to the Soul*, offers an expanded view of call. She says, “I see ‘call’ not as a vocational choice but as a special way of understanding what we are here for: being able to name our changing field of work in the world and to know when it is complete, when it is time for a new call to begin. When we live out a call . . . in such a way that we treat life as a sacred gift, we are responding to an invitation to wholeness.”[[2]](#footnote-2) Our call stories should inform us about who we are as God sees us. Our call experience also sensitizes us to the types of actions and behaviors that indicate that another person may be responding to a call to ministry.

Another essential understanding that helps us become transformative leaders is noting what it means to be a ministry professional. In this session, we will begin to explore the characteristics of ministry professionals and some of the universal expectations of professionals.

**Instructions**

Come to class prepared to discuss the readings and the topics below. Pay particular attention to these primary chapter emphases:

1. The call stories of Samuel (1 Samuel 3), Saul (1 Samuel 9), and David in 1 Samuel (16-31).
2. Spiritual leadership insights from the lives of Hannah, Eli, Samuel, Saul, and David.
3. The call to set apart ministry, *Ducking Spears, Dancing Madly*, chapter 5.

**Objectives**

By the end of this session you should be able to do the following:

* Describe the major stages of a Divine call to ministry.
* Summarize the major lessons learned from your call-to-ministry experience.
* Identify basic characteristics of ministry professionals.

## Date: Saturday, July 17, 2021

Topics: Leadership Formation and Deformation, Understanding Power in Ministry

Modality: Zoom (Face to Face) Class

Time: 10am – Noon, CST (11 am – 1pm EST)

**Reading Assignments**

* 1 Samuel 18, 24-26; 2 Samuel 12
* Reference content from *Ducking Spears*, chapters 4, 6, & 8, and from *The Strategically Small Church*, chapter 1.

**Instructions:**

Come to class prepared to discuss the readings and the topics below. Pay attention to the following chapter emphases:

1. Leadership deformation—destructive behaviors exhibited by Saul and David that undermined their leadership effectiveness and credibility. *Ducking Spears*, *Dancing Madly*, chapters 4, 6, & 8.
2. What “ministry success” is according to O’Brien in *The Strategically Small Church*, chapter 1.

**Objectives:**

By the end of this session you should be able to do the following:

* Describe ministry success.
* Articulate what is expected of ministry professionals.
* Describe the ways power may be used or abused in ministry.
* Identify remedies to counter leadership deformation.

**[Journal Entry Reminder: Be sure to jot down your personal reflection on how participation in this two-day synchronous class is forming you.]**

# Date: Saturday, July 24, 2021.

# Written Assignment 1

Topic: The Call to Ministry Leadership

Modality: Online, Course Connect, Asynchronous

**Readings to Reference for this Assignment**

1. The Old Testament book, I Samuel, in its entirety.
2. Chapters 1-6 in Parks, Lewis A, and Bruce C. Birch. *Ducking Spears, Dancing Madly*. Focus specifically on the biblical commentary—especially under the heading, “Listening to the Books of Samuel,” on pages 24-27; 31-34; 42-50; 61-68; 81-88; 94-102.

**Background**

Character studies of individuals from the Bible provide messy examples of how people functioned as God-appointed leaders. Their examples are messy because human beings are flawed and prone to making good and bad decisions on any given day. That is good news for us, as we can find comfort in knowing that God has and still recruits flawed human beings to participate in God’s ongoing mission on this earth. You may focus on the call story of Saul or of David call story to gain insights for this assignment.

The call to Christian ministry marks the beginning of one’s journey toward becoming a pastoral leader. Reviewing the call stories of biblical characters accomplishes two things. First, it reminds us of our palpable experience of being called to ministry—i.e. recognizing God’s voice, choosing whether or not to respond, reacting to others’ comments about *our* call, noting the cost of ministry to us and to our families, etc. Second, reviewing call stories helps us sharpen our ability to recognize when God is calling others to ministry. The call to ministry process works has a twofold aim:

1. To help us remember the significance of our call to ministry, and
2. To emphasize the pastoral leader’s responsibility to help others discern their call to Christian ministry.

**Instructions**

The authors of *Ducking Spears, Dancing Madly* explore leadership primarily through character studies of Saul and David. Read 1 Samuel in its entirety. As you read, note what Saul’s and David’s decisions and behaviors teach you about how to function as a God-appointed leader. Allow the insights you gain from examining Saul’s and David’s lives to expand your perception of spiritual leadership.

Given what you learned about leadership in 1 Samuel, Parks’ and Birch’s commentary, synchronous class discussions, asynchronous discussion forums, and personal experience, respond to the following questions:

**Include the following items in your essay:**

1. **Thesis:** Write a thesis stating what you are attempting to accomplish in your paper. [**1-2 sentences]**
2. **Introduction:** Write an introduction stating both the major topics you will address and why these topics you are writing about are important. **[1-2 paragraphs]**
3. **Responses to these questions:**
	1. What leadership characteristics do you believe enables a person to be an effective Christian leader? **[1 page]**
	2. Refer to the life of Saul or the life of David to respond to the following questions: What led to the rise and decline of Saul or David as a leader? What did you learn from Saul’s or David’s life that informs how you should function as a Christian minister? **[2 pages]**

Think about the call-to-ministry process described by Parks and Birch in *Ducking Spears, Dancing Madly*, or by Marjorie Zoet Banks in *The Call to the Soul* we discussed in class. Use **one** of those descriptions as a framework to respond to the following writing prompts:

* 1. Describe why it is important for pastoral leaders to understand the process involved with being called to ministry. What did you learn from your call experience that informs the understanding of who God called you to be and what God called you to do? Note the evolution of what you came to understand about becoming a minister during your call experience. **[2-3 pages]**
1. **Conclusion:** Write a conclusion offering a summary of the major points you covered and describe how understanding of *being* a minster evolved during your call experience. **[1-2 paragraphs]**

**[Journal Entry Reminder: Be sure to jot down your personal reflection on how participation in this written assignment is forming you.]**

**Length: 5 pages**

**Possible Points: 150**

**Submit via Course Connect by the end of Saturday, July 24.**

**Submit via Course Connect by July 24**

Asynchronous Discussions: Weeks 1-2

Date: July 19-29, 2021

Discussion Forum 3

Topics: Preserving Ministry Integrity

Modality: Online, Course Connect, Asynchronous

**Supplemental Resources**

To prepare for this discussion please view and listen to the following media.

* [Video in Course Connect] “Code of Ethics for Ministry Professionals,” by Dr. Kena.
* [Audio Podcast] “#74 Dr. Sondra Wheeler: Holiness and Loneliness in Pastoral Ministry,” [https://soundcloud.com/user-743479271/74-dr-sondra-wheeler-holiness-and-loneliness-in-pastoral-ministry](https://soundcloud.com/user-743479271/74-dr-sondra-wheeler-holiness-and-loneliness-in-pastoral-ministry%20%5B42) **Listen to Wheeler’s commentary on boundaries and their function for ministry professionals and congregants beginning at the 15 minute mark through the end of the podcast.** **[27 minutes]** This content comes from her book, *Sustaining Ministry*: *Foundations and Practices for Serving Faithfully*.

**Background**

The credibility of Christian ministers has suffered from the public’s growing awareness of abuses committed by ministers and by the church institution’s failure to hold wayward ministers accountable for their actions. Now, more than ever, Christian ministers must be intentional about establishing and maintaining their credibility as ministers of the Gospel of Jesus Christ. In these discussions we will explore how to make ethical choices that will preserve the integrity of the pastoral office. In specific, we will explore how to relate to people in our congregational contexts as ministry professionals.

**Instructions**

In the podcast, Sondra Wheeler highlights the relationship dangers facing ministry professionals. In Discussion Forum 3, post responses to the following prompts:

1. According to Wheeler, why are ministry professionals more susceptible to temptations to abuse relationships than other professionals?
2. What is your reaction to Wheeler’s rationale for maintaining relationship boundaries between you and members of your congregation?
3. What from Wheeler’s comments was most provocative or challenging to you? Explain.
4. If you were to write a pastoral leadership code of ethics for yourself what would you include? Provide a brief rationale describing why you included the topics in your code of ethics.

**Engage** at least two class members in one or more of the following ways:

1. Ask questions for clarity.
2. Affirm some aspect of the writer’s commentary.
3. Offer alternative perspectives to consider.

Respond to any questions posed by the professor.

**[Journal Entry Reminder: Be sure to jot down your personal reflection on how participation in this discussion forum is forming you.]**

**Initial Post Due: July 19**

**Discussion Period: July 19-29, 2021**

**Points: 100 points (10% of grade)**

# Week 3 Synchronous Classes

## Date: Friday, July 30, 2021

Topics: Self-Care of the Pastor

Modality: Zoom (Face to Face) Class

Time: 7 pm – 9 pm CST (8 pm – 10 pm EST)

**Reading Assignment(s):**

* Review main points in *Ducking Spears, Dancing Madly*, chapters 7, 9, & 10.

**Background**

Caring for others begins with learning how to care for yourself. Our character studies of Saul and David revealed the vulnerabilities that can lead to the deterioration of one’s reputation and authority as a leader. We also have been exploring ways ministry professionals can protect their credibility and integrity as leaders. In this session we will discuss the types of relationships that promote spiritual, personal, and professional development.

**Instructions**:

Come to class prepared to discuss (1) the readings, and (2) the following topics:

1. What kinds of relationships does a ministry professional need for personal and professional care and nurture?
2. To whom do you entrust the care of your soul? [Think of a specific person or persons.]
3. What do you do to monitor your spiritual and professional growth and development?

**Objectives:**

By the end of this session you should be able to do the following:

1. Evaluate how your personal relationships are affecting your personal, professional, and spiritual care.
2. Articulate the basic spiritual functions of a Christian minister.
3. Articulate a personal plan for caring for your personal, spiritual, and professional selves.

## Date: Saturday, July 31, 2021

Topics: Minister as Resident Theologian

Modality: Zoom (Face to Face) Class

Time: 10 am – noon am CST (11 am – 1pm EST)

**Reading Assignment:**

* *The Strategically Small Church*, chapters 3-4

**Media:**

* [Audio Podcast] “#74 Dr. Sondra Wheeler: Holiness and Loneliness in Pastoral Ministry,” **[Listen from the beginning to the 15 minute mark.]**

**Recommended Supplemental Reading:**

* Goleman, Larry A. ed. *Finding our* Story: *Narrative Leadership and Congregational Change, Chapter* 2

**Background**

Ecclesiology is the study of the church, i.e. the “called out ones.” Studying the nature of the church helps us determine *why* the church exists and *what* the church is supposed to do. Imagine the types of conversations that might arise from asking questions like these in your ministry setting? “What does God expect from our congregation?” “What results should we expect from our regular participation in the life of the church?” “If Christians are the church, what are we called to be and to do in the world now?” “What does it mean to be the church in this community?”

In this session we begin a discussion about how pastoral leaders can help congregants wrestle with moral and ethical decisions as a Christian body.

**Instructions:** Come to class prepared to discuss (1) the readings, and (2) the following topics:

1. In what ways could you help your congregation discern what it is called to be and to do?
2. The pastor is the resident theologian, what responsibilities do you believe come with the title “resident theologian”?
3. What process would you use to help your members work through challenging moral or ethical dilemmas?

**[Journal Entry Reminder: Be sure to jot down your personal reflection on how participation in this two-day synchronous class is forming you.]**

# Asynchronous Discussions: Weeks 3-4

# Date: July 30-August 12, 2021

# Discussion Forum 4

Topics: Discerning an Individual’s and a Church’s Christian Vocation

Modality: Online, Course Connect, Asynchronous

**Supplemental Resources**

To prepare for this discussion, view the following videos:

* [Video in Course Connect] Dr. Kena’s lecture on “Christian Vocation for Everyone.”
* [Video] Amy Sherman | Stewarding Vocational Influence <https://youtu.be/496-ov9xkMg> [40 min. 28 sec.]

**Background**

The Christian church has various functions. Jesus mentions two prominent functions when he urges his disciples to “let [their] light shine before others,” and when he says of his disciples, “You are the salt of the earth.” (Matthew 5:13-16) “Light” is a revelatory function and “salt” is a preserving function. Each congregation consists of a particular group of people with unique gifts and graces. What should each of these unique groups of Christians do? Exploring that question *with* the congregation is the task of the pastoral leader. In this session, we will examine Christian vocation and how individuals and congregations can discover and become stewards of their vocations to make a positive difference in their communities. Our understanding of Christian vocation will provide the foundation for learning how to equip others for ministry in our last synchronous class sessions.

**Instructions:**

In Discussion 4 Forum, post responses to the following prompts:

1. What from these two videos was most thought provoking for you? Why?
2. How might you use the two-fold Christian vocation concept to encourage people to participate actively in Christian ministry?
3. What from Sherman’s presentation might you use to inspire people in your congregation to function as one of the *tsaddiqim*?

**[Journal Entry Reminder: Be sure to jot down your personal reflection on how participation in this discussion forum is forming you.]**

**Initial post due by July 29.**

**WEEK FOUR**

# Date: Thursday, August 12, 2021.

# Written Assignment 2

Topic: On Becoming a Transformative Leader

Modality: Online, Course Connect, Asynchronous

**Resources to reference for this assignment:**

* *Ducking Spears, Dancing Madly*
* *The Strategically Small Church*
* Previously assigned videos and podcasts

**Supplemental reading:**

* *Finding Our Story*

**Background**

To date, we have focused primarily on the personal development of ministry professionals in this course. This assignment invites you to reflect on what you have learned about being a pastoral leader. Consider questions like the following as you rehearse what you have learned:

1. What should a ministry professional do to prepare for effective ministry?
2. What is expected of ministry professionals?
3. What do leaders need to do to preserve their credibility as leaders?
4. What most contributes to the downfall of leaders?
5. What primary roles should pastoral leaders fulfill?

**Instructions:**

Imagine you are mentoring someone who just answered the call to pastoral leadership. Your job is to share the most important lessons you have learned about ministry related to the categories below. Write a summary of the key points you believe your mentee should know about each topic. Use concepts and content from the readings, lectures, media, and discussions to populate your summary. Provide a rationale describing the purpose of the concepts or practices included in your summary—in short, explain why it is important to embrace the concept or practice:

1. Self-Care (personal, spiritual, professional).
2. Leadership formation and deformation.
3. Helping congregations discover and participate in their Christian vocation.

**[Journal Entry Reminder: Be sure to jot down your personal reflection on how participation in this written assignment is forming you.]**

**Length: 5 pages**

**Due Date: August 12, 2021**

**Points: 150 (15% of grade)**

## Synchronous Class Sessions Week 5

## Dates: August 13-14, 2021

## Friday: August 13, 2021

Topic: Leading Church Differently

Modality: Zoom (Face to Face) Class

Time: 7 pm – 9 pm CST (8 pm – 10 pm EST)

**Reading Assignments:**

* Review the main points in *The Strategically Small Church,* chapters 4 & 5
* [Article] How Not To Train Your Volunteers By Rick Warren <https://pastors.com/how-not-to-train-your-volunteers/>

**Recommended Supplemental Reading:**

* *Finding Our Story,* chapters 3-4

Come to class prepared to discuss (1) the readings, and (2) your thoughts about the following topics:

1. What do you believe are the primary indicators of a healthy congregation?
2. How do you think you should recruit people to engage in the church?
3. Which ministries do you believe are essential in your local church? Be prepared to share your rationale.

By the end of this session, you should be able to do the following:

1. Articulate marks of a healthy church.
2. Describe a useful process to recruit people to engage in ministry.
3. Describe ways to promote more lay involvement in congregational service.

## Saturday, August 14, 2021

Topic: Seeing Church Anew

Modality: Zoom (Face to Face) Class

Time: 10 am – noon am CST (11 am – 1pm EST)

**Reading Assignments:**

* Review main points in *The Strategically Small Church*, chapters 6-8.

**Recommended Supplemental Reading:**

* *Finding Our Story,* chapters 5-6

Come to class prepared to discuss (1) the readings, and (2) your thoughts about the following topics:

1. In what ways might you promote intergenerational ministry in your local church?
2. What opportunities for mentoring exist in your local church?
3. How should pastoral leaders guide the visioning process in congregations?

By the end of this session you should be able to do the following:

1. Articulate a strategy to promote intergenerational ministry in your local church.
2. Describe ways to create mentoring relationships in the congregation.
3. Describe how to guide the visioning process in a local church.

**[Journal Entry Reminder: Be sure to jot down your personal reflection on how participation in this two-day synchronous class is forming you.]**

# Date: May 13-14, 2021

# Discussion Forum 5

Topic: Personal Assessment Summary

Modality: Online, Course Connect, Asynchronous

**Instructions**

Review the entries from the journal you have maintained for this course.

Write a short, one page summary derived from your journal that describes the various ways you experienced personal formation throughout this course. Below are some possible questions to consider addressing in your summary. You may respond to one or more of them in your post.

1. Which concepts, discussions, or assignments created an "a ha" moment for you? How do those revelations now influence your thoughts, beliefs, or attitudes about transformative leadership?

2. What was most challenging for you that requires you to do some inner work? (Such as, confrontation of previous thoughts, beliefs, or behaviors about transformative leadership?)

3. What from the course inspires you?

4. What was most formative for you? How are you now different?

* **Read** the summaries of at least three people in the class.
* **Engage** at least two class members by commenting on what you learned from their summaries. Respond to any questions posed by the professor.

**Discussion Dates: May 13-14, 2021**

**Points: 50 points, (5% of grade)**

# FINAL PAPER:

Topic: Personal Philosophy of Pastoral Leadership

Modality: Online, Course Connect, Asynchronous

**Background**

This assignment invites you to write a personal philosophy of pastoral leadership. For our purposes, the term “philosophy” refers to the guiding principles you will use to inform your personal decorum and your practice of ministry as a pastoral leader. Below are the topics to include in your philosophy. Make this assignment relevant for you by crafting the content as if you are giving yourself advice on how to become an effective, transformational leader.

**Final Paper Topics**

**Self-Care [2 pages]**

Create a self-care plan that describes how *you* will care for yourself physically, socially, spiritually, and professionally.

**Attributes and Characteristics of Pastoral Leaders [2 pages]**

From what you learned about ministry professionals in this class, create a shortlist of attributes and characteristics of pastoral leaders you believe are essential. Include a rationale noting the importance of the characteristic or attribute and how it enhances ministry effectiveness.

**The Influence of the Call to Christian Vocation [2 pages]**

Describe the significance of your call to ministry. How does your call inform who you are called to be and what you are called to do? Outline the common stages of a call and what happens in each stage. Describe how knowledge of these common stages will help you identify others who may sense God is calling them into Christian ministry.

**Leading Change [3 pages]**

Identify a real or hypothetical ministry change you believe needs to happen in your local church. Here are some possible change scenarios to write about:

1. A change from emphasizing age-level ministry to emphasizing intergenerational ministry.
2. A change from emphasizing giving money to mission efforts to congregational participation in outreach ministry.
3. A change from the pastor preaching each Sunday to a preaching rotation regularly including lay speakers.
4. A change from emphasizing congregationally focused ministry offerings to externally focused missional ministries.
5. Other ideas.

Explain your process for leading a congregation through a change in congregational ministry offerings or a change in the way a longstanding ministry will be conducted. [Think of some of the examples from *The Strategically Small Church.*] Include strategies you would employ to introduce the proposed change and involve the congregation in the process.

**Code of Ethics**: **[1 page]** Write a personal code of ethics to inform how you relate to others and conduct you ministry practice.

**Instructions:**

Use the following structure to organize the final paper:

**Thesis:** State what you are attempting to accomplish in your paper. [**1-2 sentences]**

**Introduction:** State the major topics you will address and why they are important. **[1-2 paragraphs]**

**Self-Care [2 pages]**

**Attributes and Characteristics of Pastoral Leaders [2 pages]**

**The Influence of the Call to Christian Vocation [2 pages]**

**Leading Change [3 pages]**

**Code of Ethics [1 page]**

**Conclusion:** Summarize the main points covered and describe how you were influenced by the content. **[2-3 paragraphs]**

Celebrate! The coursework is complete.

**Length: 10 pages**

**Due Date: Submit via Course Connect by August 14, 2021**

**Points: 250 points, (25% of grade)**

# Grading:

Pre-Course Discussion 50 points or 5% of final grade

Written Assignment 1 150 points or 10% of final grade

Weeks 1-2 Discussion 100 points or 10% of final grade

Weeks 3-4 Discussion 100 points or 10% of final grade

Week 4 Written Assignment 2 150 points or 15% of final grade

Week 5 Discussion 50 points or 5% of final grade

Post-Course Final Paper 250 points or 25% of final grade

Synchronous Class Participation (50 pts./session) 150 points or 15% of final grade

Total 1,000 pts 100% of final grade

# Letter-Grade Scale

90—100% A

80-89% B

70-79% C

60—69% D

0—59% F

# Late Policy:

We are endeavoring to study in the middle of a storm – a pandemic. Every attempt will be made to help students succeed under such dire circumstances. Written assignments submitted more than 3 days after the due date may be accepted with a 10% penalty. Late discussion posts will attract a 25% penalty. For all late assignments, please contact your professor.

# Honor Code:

The Honor Code refers to our commitment as a Christian community to maintain academic honesty and integrity.  The Honor Code of MSCOS requires that all material submitted by a student must be the student’s own work.  Violations include cheating, turning in someone else's work as one's own, copying and pasting information directly from the internet into one's own work without citation, and plagiarism, which is to knowingly claim the work of another person as one’s own (including the lack of proper citation in a paper or other assignment). Any person found guilty of violating the Honor Code may be subject to one or more of the following actions: receiving a warning, failing the assignment, being removed from the course, failing the course, being placed on probation, and being expelled from MSCOS.  Regardless of what the action is, communication about the incident will be sent to the student’s district superintendent and local pastor registrar. All MSCOS students are required to abide by the MSCOS Honor Code, and to seek to uphold the highest standards of academic and pastoral integrity.

# Plagiarism:

Papers must reflect your own thoughts, words, sentence structure, and ideas. Any use made of another author’s material must be acknowledged in the form of a citation (a footnote and/or bibliographic reference, appropriately formatted using the Chicago Manual of Style), whether or not the material was included in the form of a direct quotation. This applies equally to information from online sources and other websites. Please note that this professor does not regard Wikipedia articles as reliable scholarly resources. Importing online material – or any other material, whether written and published, or from a podcast, video, etc. –without formal written acknowledgement is plagiarism. Plagiarism is a serious offense, and a violation of the Honor Code. *Err on the side of caution and cite anything and everything you use to complete your assignments.*

Appendix

**Journaling—On and Off the Page**

**Journaling is simply a process used to record one’s experiences and reflections. Typically, people think journaling means writing their experiences and reflections onto paper or into an electronic device. The key action involved is *recording*, i.e. storing your expressions or thoughts for later reflection. You can express yourself through written and unwritten means. Listed below are a few non-traditional ways people can record their experiences. Following them are some prompts for traditional journaling. Use the process that best suites you.**

**Alternative Journaling Ideas**

**Record your thoughts by using a recording device: use your smartphone or carry a small digital recorder—remember to say the date to keep a chronological record.**

**Record your thoughts via video—again use your smartphone or other electronic device.**

**Write short phrases on sticky notes and create a storyboard afterward. Maybe your random thoughts are creating a larger storyline.**

**Write a poem—allow poetic language and word arrangements say what needs to be expressed.**

**Sketch or draw something that captures the thought or feelings you are experiencing. Provide some caption or word to remind you later what you were referencing.**

**Paint your experience—this may be an abstract creation. For example, maybe your choice of colors communicates what words cannot.**

**Write a poem or song lyrics to express yourself.**

**Movement or Role Play—let your body create the message through a posture, or movement. Create a role play where you take a role to engage in an experience further.**

**Traditional Journal Writing Tips**

1. **Date each entry—this helps you recall the evolution of your experiences and thoughts.**
2. **Keep and re-read what you write—you may discover new insights after reviewing what you wrote a day, a week, or a year ago.**
3. **Write quickly—keep your pen or fingers moving so your Internal Censor can’t shut down your honest expression.**
4. **Begin with the present—what are you thinking or feeling right now about a particular experience?**
5. **Tell yourself the truth—you are the only one reading your journal. Don’t try to talk yourself out of what you need to express.**

**Getting Started--Writing Techniques**

1. **Sentence Stem—create a fill in the blank writing prompt. Right now I feel \_\_\_\_\_. Or some other prompt related to your current experience.**
2. **Five-Minute Timed Writing—write without stopping for five-minutes. If you get stuck write the following phrase until additional thoughts come. “I don’t know what to write, but if I did know this is what I would write…” Do not worry about using correct spelling, grammar, or punctuation.**
3. **Take Inventory—how does the experience you are writing about affect your health, family, home, work, etc.**
4. **“I Sense That”—describe an experience using any of your five senses.**
5. **Unsent Letters—write a letter to another real or fictitious person that you will not actually send.**
6. **Dialogue—write as if you were having a dialog with another person about the topic. You might also imagine the response the other person might make.**
7. **Perspective—write about an experience from the perspective of another person.**
8. **Free Writing/Word Art—write random words, phrases, and fragments of thoughts. Write words or phrases in different sizes, vertically, on angles, intersecting other words…do whatever helps you express yourself best.**
1. Sondra Wheeler. Sustaining Ministry: Foundations and Practices for Serving Faithfully (Grand Rapids: Baker Academic, 2017), xv, xviii, 7 [↑](#footnote-ref-1)
2. Marjory Zoet Thompson, *The Call to the Soul*: *Six Stages of Spiritual Development* (Philadelphia: Innisfree Press, 1999), 13. [↑](#footnote-ref-2)