DM-L601, Effective and Visionary Leadership, e semester hours
May 10-13, 2016, Syllabus

Course Information

Instructor Information
Instructor Name: Lovett H. Weems, Jr.
Office: K-104
Office Hours: 8:30 a.m. – 4:30 p.m.
Phone number: 202-885-8621
Email: lovettw@wesleyseminary.edu

Course Description
Effective and Visionary Leadership engages the best of leadership literature in dialogue with theological and biblical themes. Students learn key elements of effective leadership grounded in working with those in their context of ministry to shape and fulfill a common vision discerned to be God's next faithful step for them. A variety of contexts are considered using a variety of learning methods.

Wesley Curricular Objectives
See the Curriculum section of Wesley's catalog.

Church Leadership Excellence Track Goals

- Students will examine the biblical, theological, and ethical foundations of ministry through the lens of leadership to enhance their own fruitful practice of leadership.
- Students will seriously engage contemporary secular leadership studies held in tension with rigorous theological exploration.
- Students will receive the enhanced knowledge, skills, and motivation to lead churches to increased service, vitality, and growth.
- Students will gain greater personal confidence and professional capacity to help lead the church toward the vision of God's reign.
- Students will discover new resources for their continued growth as leaders beyond the program.

Course Objectives
1. Gain an understanding of four basic elements of church leadership: vision, team, culture, and integrity.
2. Learn how to understand and engage each element out of the student's own personality and in a way that fits their cultural context.
3. Appreciate the importance of context in shaping what "good" leadership is.
4. Learn to view leadership through the lens of historic biblical and theological themes.
5. Explore their approaches to leadership and consider how they may become more interactive in engaging others.
6. Develop a set of appropriate and realistic practices they can implement in the six months following class to improve their leadership.
7. Discover in their classmates a source of support, knowledge, and colleagueship that will help them throughout their degree program and beyond.

Required Text Books and Course Materials

- *Leadership on the Line: Staying Alive Through the Dangers of Leading* by Ronald A. Heifetz and Martin Linsky, Harvard Business School Press, 2002. (ISBN 978-1578514373)
- *Stride Toward Freedom* by Martin Luther King, Jr., 1958; Beacon Press, 2010. (ISBN 978-0807000694)
- *Rocking the Boat: How to Effect Change Without Making Trouble* by Debra E. Meyerson, Harvard Business School Press, 2008 (paperback) (ISBN 978-1422121382)
- *Church Leadership, Revised Edition* by Lovett H. Weems, Jr., Abingdon, 2010 (ISBN 978-1426703027)

You will choose one additional textbook from a selection of three. The options and information about each will be on Blackboard.

Technical Requirements

Microsoft Windows 7 or Higher
- Windows 7, Windows 8, 8.1, or 10
- Intel Pentium 4 2.33 GHz or faster CPU and at least 4 GB memory is recommended
- Up-to-date version of Adobe Flash Player
- Up-to-date version of Microsoft Windows Media Player (or other software that can play videos)
- Up-to-date Word processor and presentation package (Word and PowerPoint 2010 or newer)

Mac OS/X
- Mac OS X 10.8x or newer
- Intel processor and at least 4 GB of RAM
- Up-to-date version of Adobe Flash Player (or see VLC below to play Adobe Flash FLV/F4V files)
- Up-to-date word processor and presentation package (Mac Office 2011 or new or iWorks 09 or newer – must be able to save documents as .doc file)
- One of the following media players
  - VideoLAN VLC media player
  - Up To Date Quick Time

Student Learning Outcomes/Goals

Students are expected to meet the learning objectives for the course through active participation in the online course through their personal assignments and their interactions with other students in response to their contributions. Students will also be expected to come to the in-person sessions prepared and to contribute to their learning and that of their colleagues through active engagement in the classroom. Students will also have the opportunity to demonstrate reaching the goals through their papers prepared for the class.

Topic Outline

- Introduction to the course and to one another
- How we see ourselves as leaders
- Elements of Effective Leadership: Vision
- Elements of Effective Leadership: Team
- Elements of Effective Leadership: Culture
- Elements of Effective Leadership: Integrity
- Application through conversations about the three selected books read
- Application through work on situations from student contexts

Topic Schedule

Tuesday
- Introduction to the course and to one another
- How we see ourselves as leaders
- "Community Blood Bank" exercise
- Elements of Effective Leadership focus for the day: Vision
- Text(s) focus for the day: Weems

Wednesday
- Elements of Effective Leadership focus for the day: Team
- Text(s) focus for the day: King

Thursday
- Elements of Effective Leadership focus for the day: Culture
- Text(s) focus for the day: Heifetz and Linsky

Friday
- Elements of Effective Leadership focus for the day: Integrity
- Text(s) focus for the day: Meyerson, plus the book you selected from the three options

Graded Activities/Assignments/Late Work

Activities that will be graded include discussion board entries, discussion board responses, journal entries, reports, and papers. Most writing assignments require previous reading, viewing videos, or other ways of gathering information. All graded assignments will have the points available for the assignment clearly stated with the instructions. The final assignment will carry more points than others in that it gives the student an opportunity to draw from the entire learning experience. Work received after the due date may receive partial credit if the work fulfills the assigned task. All credit is based on the assignments being completed successfully. Grades will be on Blackboard and can be accessed by clicking MyGrades in the course menu.

Grade schema

94 – 100 = A (Excellent/Outstanding)	77 – 79 = C+ (Adequate)
90 – 93 = A- (Excellent/Outstanding)	74 – 76 = C (Adequate)
87 – 89 = B+ (Very Good)	70 – 73 = C- (Substandard)
84 – 86 = B (Good)	67 – 60 = D (Inadequate/Poor)
80 – 83 = B- (Adequate)	59 – 0 = F (Unacceptable)

Course Expectations
- students are expected to learn how to navigate in Blackboard Learn
- students are expected to address technical problems immediately
- students are expected to keep abreast of course announcements
- students are expected to use their Wesley Seminary email as opposed to a personal email address
- students are expected to keep instructor informed of class related problems, or problems that may prevent the student from full participation
- students are expected to observe course netiquette at all times
- students are expected to come to class prepared and to engage fully in class discussions
- students are expected to show respect for classmates as co-learners while sharing differing perspectives

Inclusive Language Policy

Bearing in mind that language reflects, reinforces, and creates social reality, the Seminary expects class conversation and written work to employ language that respects the equal dignity and worth of all human beings. In particular, linguistic sexism and racism are to be avoided. (from Student Handbook)

Weather Policy

If the Seminary is open, we will have class. If the Seminary is closed, class is cancelled. If the Seminary is closed, there will be an announcement on the Wesley web site as well as a recorded message at the main switchboard number: 202-885-8600. I will also send the class an email via Blackboard, which uses your Wesley email address.

Accommodations/Disability Support

Once admitted to Wesley, students needing accommodations are encouraged to communicate with the Associate Dean for Community Life. Students should submit to the Office of Community Life relevant, current documentation from a qualified professional, which will be evaluated by a consultant with a degree in special education. All accommodations for classes are made by the Office of Community life on behalf of the student.

Academic Dishonesty

Plagiarism is regarded as a serious offence and will result in substantial penalties, including the possibility of academic dismissal. Wesley Theological Seminary regards the following as forms of plagiarism or dishonesty:

- Copying from another student's paper
- Giving or receiving unauthorized assistance to or from another student during an examination
- Using unauthorized material during an examination
- Borrowing and presenting as one's own (i.e., without proper attribution) the composition or ideas of another, whether from books, a friend, or the Internet.
- Submitting as one's own work a paper written (or partially written) by another.

In questions of academic dishonesty (including cheating on exams or papers and plagiarism), the professor will report the circumstances of the case to the Dean. In first instances of proven plagiarism or dishonesty, the student will receive a "Fail" grade for the course. Second instances will result in automatic separation from the Seminary. Please see the Wesley Theological Seminary Catalog for further details.

SafeAssign

You may be asked to submit one or more of your writing assignments to Blackboard's SafeAssign plagiarism prevention service. Assignment content will be checked against Internet sources, academic journal articles, and the papers of other Wesley Theological Seminary students for common or borrowed content. SafeAssign generates a report that highlights any potentially unoriginal text in the submitted paper. The report may be submitted directly to the instructor or the instructor may elect to have students submit initial drafts through SafeAssign so that you will receive the report allowing the opportunity to make adjustments and ensure that all source material has been properly cited.

Blackboard Tracking

Blackboard Learn automatically records all student and faculty activities including: the first and last access to the course, the pages accessed, the number of discussion messages read and sent, chat room discussion text, and posted discussion topics. This data can be accessed by the instructor to evaluate class participation and to identify participants having difficulty, or to verify academic honesty.

Technical Support

Students must attempt to solve technical problems, and contact their instructor when technical problems do arise. If you experience technical problems, please exercise one or all of the following options:

- Blackboard Training Materials
- Call Blackboard Support at (202) 885-6091
- Email Blackboard Support at edtech@wesleyseminary.edu

If you have lost your password, or have a problem that is not specifically Blackboard related, please contact Solutionworx at support@solutionworx.com or by phone at (703) 961-1840

Other Resources

- Library hours: https://www.wesleyseminary.edu/en-us/library/generalinformation.aspx
- Off campus database access: http://wesleyseminary.libguides.com/content.php?pid=137050&sid=2514395