

STMA 555 Theology of Pastoral Leadership II
Syllabus Winter 2009
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Goal: To further develop students as effective leaders of faith communities

Objectives for faculty:

- To provide an atmosphere that frees students to create their own learning contract based on their life experience and their leadership needs & goals;
- To engage students in a variety of ways to assist them to intentionally and creatively address their growth as leaders;
- To provide opportunities for information sharing, case study, and discussion of leadership theories.
- To offer opportunity for theological reflection on role as leader/ minister.
- To encourage and support growth of students as change agents and leaders of faith communities which seek to do justice within specific Christian polities.

M.Div. Competencies this course addresses:

Interior faith life:

- Ability to reflect on one's own theological method, to contrast it with other methods, and the ability to enable a community to reflect theologically.
- Ability to articulate a personal and ecclesial theology of ministry.
- Ability to articulate one's relationship with God, as it is informed by theological reflection in one's social context.

Interior faith lived within community of faith

- Ability to integrate theology with pastoral practice.
- Knowledge that action toward justice flows out of spirituality.
- Knowledge of and ability to work within one's faith tradition.
- Ability to lead communities in prayer.

Communication and leadership skills

- Ability to lead a community in articulating, celebrating and living the faith heritage in its present cultural context.
- Knowledge of one's church polity and the leadership skills and pastoral practice implied in that polity.
- Knowledge of appropriate boundaries and ability to exercise good judgment and ethical behavior in relation to a variety of leadership issues (i.e. sexual boundaries, fiduciary responsibility, dual relationships, etc.)
- Ability to communicate and adjust one's leadership to various cultural groups.
- Ability to accomplish institutional goals/ objectives determined by others.
- Ability to function as a change agent- to use and mediate the range of social process (including conflict) in a way that contributes to the common good.
- Ability to articulate and communicate the mission that guides the community.

Leading faith communities in spirit, justice, and action

- Knowledge of contemporary social, political and justice issues.
- Ability to interpret the moral tradition within one's ecclesial community and to enable the community to face moral issues in a manner that brings about a dialogue between the heritage of faith and those issues.
- Ability to engage the community with the larger social context in which they live their faith.

Knowledge of how socioeconomic factors influence and affect religious organizations.
 Ability to sustain action-manifesting faith that does justice.
 Ability to help a community ground its action for justice.

Course Description:

Theology of Pastoral Leadership II completes a two-quarter, internship-related sequence. This course encourages the student to examine leadership styles and metaphors; theologies of the local church, skills for effecting change, and nurturing staff and volunteers; and processes for social analysis within a congregational setting. The student participates in classroom activity, shared theological reflection, and a pastoral internship. The course culminates with an integrative process that results in a student's formally written and orally presented theology of pastoral ministry. Prerequisites: STMA 546.

Required Foundational Reading:

Heifetz, R. A., & Linsky, M. *Leadership on the Line: Staying Alive through the Dangers of Leading*. Harvard Business School Press. ISBN: 1-57851-437-1

Jones, L. G., & Armstrong, K. R. *Resurrecting Excellence: Shaping faithful Christian ministry*. William B. Eerdmans Publishing Company. ISBN: 0-8028-3234-2

Course Assumptions: Students will have completed STMA 546 and will continue to work at their internships 8-10 hours per week.

Course Requirements:

1.) ***Internship*** requiring 8-10 hours pastoral work involving leadership. I will have your job description for this internship.

2.) ***Written work:***

- Complete social analysis of parish context. You will submit the final multi-page report by the end of class **Jan 29**.
- Final Paper: your theology of Pastoral Leadership. You will submit the final multi-page report by the end of class **March 12**.
- **A Grade Rationale** that articulates your understanding of what grade you believe you have earned this quarter. Please address the objectives of the class as well as your fulfillment of the requirements. This is due on the last day of class (**March 12**).

3.) **Oral Presentations**

A. **Social Analysis of your Internship Site.**

You will present your Social Analysis of your internship site to your peers, and the supervisors assembled at the time. You will have approximately 20 minutes for your formal presentation, an additional 10 minutes will be devoted to questions, feedback, and discussion with all assembled. You will include reflection on something you would take as next step for change if you were the leader of the congregation. Material from Heifetz and the previous quarter will help you frame your analysis of this.

B. **Your Theology of Pastoral Leadership.**

You will present your theology of pastoral leadership to your peers and assembled guests. The oral presentation will be limited to 20 minutes with an additional 10 minutes devoted to questions, feedback and discussion.

Please invite your onsite supervisor to attend both presentations.

Grading:

This course in leadership assumes that pastoral leaders act out of an interior space. Thus participants will demonstrate self-reflection as well as incorporate input from the on-site supervisor, the course faculty and group peers. Please understand that the completion of all the elements listed in this syllabus are basic to the course and therefore earn a “B”(if your paper and participation in the course demonstrate that you understand the material and have appropriated it in the context of the class).

Students who earn an “A” demonstrate superior grasp of the material, are able to apply the knowledge to their own experience, and draw deepened insight from their peers. They integrate leadership skills with their knowledge base. The course objectives, coursepak readings, and the self-assessment tool offer students a list of competencies to be considered in the self-evaluation and the suggestion for the final grade.

Your participation in your field internship will constitute the “context” for applying theories and attempting new skills. The reading for this course has been reduced to accommodate the 8-10 hours a week you are serving in a leadership situation. The faculty retains the final decision about grades and relies on the self-reflection of the student to assist in the process of course evaluation.

Academic Honesty:

The School of Theology and Ministry strictly adheres to the Academic Policy concerning Academic Honesty as published in the Seattle University Student Handbook. (see the Seattle University website).

Students with disabilities:

If you have, or think you may have, a disability (including an “invisible disability” such as a learning disability, a chronic health problem, or a mental health condition) that interferes with your performance as a student in this class, you are encouraged to discuss your needs and arrange support services and/ or accommodations through Disabilities Services staff in the Learning Center, Loyola 100, (206) 296-5740.

Attendance:

Attendance is expected of students and faculty. Full participation in the 8-10 hour weekly field placement is also expected. If one is absent, either planned or unplanned, from either the classroom or the field placement, one needs to contact the faculty and the on-site supervisor and make arrangements to find alternatives for the missed opportunities. One can expect a deduction in the grade for repeated tardiness and for absences.

Deadlines:

Leadership is about meeting and negotiating deadlines with people. Rarely do leaders act alone. Thus, I will take seriously the published deadlines. Failure to meet them will result in a reduction of the grade for the course. While it may or may not result in an entire grade reduction, it will definitely affect borderline grades and move them lower rather than higher.

