STMA 546 Theology of Pastoral Leadership I
Syllabus Fall 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 assist students in intentionally and creatively addressing their growth as leaders;
To offer students the opportunity for communal 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. Learning Outcomes this course addresses:

Knowledge of the interaction of religious/spiritual experience and culture in their ecumenical and multicultural dimensions.
Ability to inform ecclesial leadership with theology.
Ability to discern and nurture spiritual experience in relation to self and others.
Ability to articulate one's relationship with God, as it is informed by theological reflection in one's social context.
Ability to articulate and live from an understanding of self as human, minister, and leader.
Ability to guide and direct a Christian community (i.e. a congregation, parish, pastoral care unit, etc.) in its mission
Ability to engage the community with the larger social context and to articulate and communicate the mission that guides the community.

Course Description:

Pastoral Leadership begins a two-quarter, internship-related sequence that concludes with STMA 555. Students focus on: leadership styles and metaphors; theologies of the local church; skills for effecting change and nurturing staff and volunteers; and processes for social analysis within congregational settings. The student participates in classroom activity, shared theological reflection, and a leadership internship. Entrance into the Fall course of the sequence requires that students: attend an orientation the previous spring, select a field placement, identify an on-site supervisor, define a job description, and set goals and objectives. Within the course sequence students will establish professional networks and complete a social analysis of the internship site. Prerequisites: STMM 557, STMM 558, and STMM 559.

Required Foundational Reading:

Carol E. Becker. Becoming Colleagues: Women and Men Serving Together in Faith. San Francisco: Jossey-Bass, 2000.

Bolman, Lee G. & Terrence E. Deal. Reframing Organizations. San Francisco: Jossey-Bass, 1991. or later edition.

Killen, Patricia O'Connell and Mark Silk. Religion and Public Life in the Pacific Northwest. Walnut Creek, CA: AltaMira Press, 2004.

Yancey, George. One Body One Spirit. Downer's Grove: InterVarsity, 2003.

Course Assumptions:

Completed Pastoral Helping Skills, Ministry in Multicultural Context, and Fostering Communities of Faith (Group Effectiveness Skills);
Completion of a minimum of 20 credits in theology and scripture;
Completion of MTI course sequence with internship;
Familiar with personality typologies such as the: MBTI; Kolb Learning Styles; Enneagram; Smalley Inventory, etc.
Currently students are working in final required internship- with a focus on pastoral leadership
Students have met the deadlines published in the material on the webpage, and I have your résumé, job description, and letter of application. (These were to be turned into Dr. Richard Cunningham by June 15, 2009.) (5%)

Course Requirements:

1.) Please ***connect with your denominational leadership*** to ensure you are addressing specific requirements for pastoral leadership within your denomination or association. You may find a text is considered the "authority" for all ordained ministers in your field. You may want to use this as your additional book requirement. Episcopal students are strongly encouraged to attend the Fall Convocation and Catholic students to contact the appropriate person at the Archdiocese to obtain the Archdiocesan guidelines for leadership and building faith communities. Students from other polities seek out your resources.

2.) ***Internship*** requiring 8-10 hours pastoral work involving leadership. I will have your job description for this internship. I will receive an evaluation from your supervisor concerning your performance at the internship site.

3.) ***Written work*:**

A. Participation in the **Angel discussion** with your group and with the class
   1. **Sign on** to Angel no later than **SEPT. 24, 2009**.
   2. **Finalized and revised job description and goals and objectives** submit by end of class on **Oct 1, 2009.**
   3. **Create two case studies** for your small group to discuss using Angel as the vehicle for sharing and distributing. Each person needs to honor confidentiality regarding your site. You might choose to post something that "hooks" an aspect of your leadership style, or something you are proud of accomplishing, or a dilemma you would like to have your colleagues consider with you. Help your colleagues respond by asking them to reflect on a specific aspect with you, for example, why you may have been hooked, strategies for addressing a key situation, how to deal with potential power differentials or conflict within the situation, or what they might do in a similar situation. (**Post 1st case study by Oct 5; 2nd case study by Nov. 3). (10% each case study)**
   4. **Respond** to each person's case study postings with at least a sentence or two acknowledging you have read it and understand the nature of the case.
   5. **Respond more fully to four cases:** The response can affirm, challenge, question, or deepen the nature of the question and the case. This response should be at least three paragraphs and should demonstrate grasp of the leadership issues as we are defining them in class (e.g., power, conflict, gender or cultural diversity, differing ecclesiologies, differing views on scripture, class disparity, change agency, structure, human resource, political, symbolic, etc.). Take the conversation to a deeper level- not just "nice job" or "I disagree". Choose two cases for each posting of cases within your group to focus your response. You will thus do two for each case assignment for a total of four responses. (**Respond to 2 case studies posted by people in your group by Oct. 20; and two of the**

new case studies by Nov. 10.) I will look for your references to the required reading, class discussions, and your pastoral response to the student who offered the case study. (5% per each response)

6. Post observations about leadership based on **interview of a pastoral leader by 5pm PST Nov. 17.** Post on the Angel section that includes the entire class.
   Interview a pastoral leader. Look for someone who might offer you a perspective on congregational leadership that you may not have. You need spend only an hour with a leader- more if you like. Summarize your observations, understandings, and insights. Post a three- five paragraph reflection on the implications for you as leader. You might include reflection on questions such as: How do you define yourself as minister/ leader? What are some of the implications of mission, evangelization, etc., on your leadership style and gifts and limits? What questions arise as you ponder the experience of the interview combined with the reading and your reflection on your own experience? How do the insights of the interview relate to the reading and the discussion in the class?(15%)
7. **Read others' postings and respond** (about two paragraphs) to at least one posting with a deepened insight or connection. Include the relation of your insight to the original posting, required reading, discussions within the class, and other comments shared by your peers. This response should further the discussion as it unfolds on the web page. (10%) **Post by 5pm PST Nov. 24.**
8. **Initial work on Social Analysis** of supervision site. Develop a strategy for collecting and analyzing the data for your site. Attend to the material provided on the Angel site- relying on Charles Foster's work. One page description of your process and steps. (5%)

D. Completion and submission of pre-quarter paperwork (June 15, 2009) (5%):

1. Résumé
2. Letter of application
3. Job description (**Final copy due Oct 1, 2009**)
4. Goals and Objectives for field placement

   The Job Description and Goals and Objectives will be reviewed with the supervisor during the Sept. 17 orientation class. A **final copy** will be submitted to Dr. Callahan on **Oct. 1, 2009.**

E. 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 (**Dec. 3, 2009**).

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. Appropriate reduction in grade will be considered if students are absent or tardy to either class sessions, online discussions, or field placement. (Participation is 30% of grade)

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.

The Themes of class sessions with associated readings and assignments:

Sept 17, 2009 **Week One: Overview- Includes On-Site Supervisors. Extends to lunch.**
Refine job description and Goals and Objectives with supervisors
Meet entire group of supervisors and exchange wisdom concerning leadership and social analysis
Review expectations of internship, theological reflection with supervisors, and reporting

By Sept 24: *Sign in on Angel*

Sept. 24, 2009 **Week Two: Toward a personal understanding of leadership style**
Introducing the tools for creating virtual community in the class- Angel
Beginning our theology of pastoral leadership

Oct. 1, 2009 **Week Three: Interaction with a Community of Believers, Models for Leaders/Believers**
Definition of leadership
How do we image the communities we serve?
How do we image those within the communities? Ourselves?
How do the images translate into our actions as leaders?
For Oct 1: Self-Diagnostic Tool (Angel)
Models of Church (take and score; Angel)
"Art of Competent Leadership in Ecclesial Context"(Angel link to article on website)
Bolman & Deal, Ch 20-21
Becker, Part One.
Yancey, Ch 1-4
Due: Revised Job Description and Goals and Objectives- hand in by end of class.

By Oct.6, 2009: *Post your first case study using Angel. Post in your group location in Angel.*

Oct. 8, 2009 **Week Four: Definitions of Leadership. Holistic and Quantum, a Model for Wholeness**
Who am I as leader?
Is a leader born or made?
Does one style serve for all situations?
What do the new sciences teach us about leadership? about faith communities? about how to lead/follow?

Oct. 15, 2009 **Week Five: Organizing Community through Structure**
Using structure to assist meeting community needs
For Oct 15: Becker, Part Two
Bolman & Deal, Ch. 1-5
"Shifting Images of Church Invite New Leadership Frames."
(Angel link to website for article)

NO CLASS SESSION OCTOBER 22, 2009- STUDY BREAK

Oct. 29, 2009 **Week Six: Understanding the Context: Social Analysis**

For Oct 29: Read all the Killen text, especially Laird and Wellman chapters
Read the Social analysis process summarized from Foster posted on Angel

Bring **description** of your context- attend to mission statement, structure, demographics, etc. This is a beginning sketch- we will continue it through the entire course sequence. At this point it is DESCRIPTIVE. Use tools of social analysis (see tool posted on Angel) to analyze structure of your internship community.

By Nov. 3, 2009: Post your second case study.

Nov. 5, 2009 **Week Seven: Human Resources**

Examine relationship between community needs and leadership styles
What are the gifts you name for yourself?
What are the benefits?
What are the challenges for you as a leader? For your congregation?
What resources are available to your denomination?
What supports, resources, renewal strategies are available to you?

For Nov. 5: Bolman & Deal, Ch. 6-8
Becker, Part Three
Leadership Orientations (Angel)
Yancy, Ch. 10

By Nov. 10, 2009: Post your response to two case studies in your group

Nov. 12, 2009 **Week Eight: Using Leadership Gifts –Political**

Networking, using personal and office power to lead
Vision as motivator and unifier
Power analysis in Social Analysis- Foster
Include demographic study, history, analysis of who the members are, how membership has changed since the founding congregation and pastor. Who exercises personal power within the congregation? Role power? Other powers?

For Nov 12: Bolman and Deal, Ch 9-11
Becker, Part Five
Yancy, Ch. 11-12

By Nov. 17, 2009 Conduct an interview of a pastoral leader. Post your reflection on leadership based on your interview of a pastoral leader and your own wisdom so far. (Cite texts and course material as appropriate)

Nov. 19, 2009 **Week Nine: Using Leadership Gifts- Symbolic**

Imagination, ritual, charism as elements in leading
Social Analysis: what is the story of your congregation? What myths help initiate new people? What rituals? Who exercises the task of initiating? Who's included? Who's not? What functions or "events" hold the community together- form it?

For Nov. 19: Bolman & Deal, Ch. 12-14
Yancy, Ch. 6-7

By Nov. 24, 2009 Post your response to at least one leadership interview posting.

Nov. 26, 2009 **THANKSGIVING BREAK- Happy Thanksgiving!**

Dec. 3, 2009 Week Ten: Social Analysis and leadership implications
Wrap up; evaluation; final words. Pull together final insights.
For Dec. 3: **All submit preliminary <u>one-page strategy for social analysis and grade rationale by end of class session.</u>**

ASSIGNMENT CHART

ASSIGNMENT	**DUE DATE**	**TYPE**
LETTER OF APPLICATION	JUNE 15, 2009	LETTER ADDRESSED TO POTENTIAL EMPLOYER
VITA/ RESUME	JUNE 15, 2009	PROFESSIONAL RESUME
GOALS AND OBJECTIVES	JUNE 15, 2009	WORKED OUT WITH ON-SITE SUPERVISOR
	SEPT 17, 2009	REVIEW DURING CLASS W. SUPERVISOR
	OCT. 1, 2009	FINAL DRAFT DUE BY END OF CLASS
JOB DESCRIPTION	JUNE 15, 2009	FORM COMPLETED FROM WEBPAGE
	SEPT 17, 2009	RE-NEGOTIATED W. ON-SITE SUPERVISOR
	OCT. 1, 2009	FINAL DRAFT DUE BY END OF CLASS
LEADERSHIP INTERNSHIP	SEPT 17, 2009-MAR 11, 2010	8-10 HOURS WEEKLY AT A FIELD PLACEMENT SITE.
ANGEL GROUP PROCESS	SEPT. 24	SIGN-IN
	OCT 6	CASE STUDY # 1
	NOV 3	CASE STUDY # 2
	OCT. 20	RESPOND TO 2 PEERS (CASE STUDY #1)
	NOV. 10	RESPOND TO 2 PEERS (CASE STUDY #2)
INTERVIEW LEADER AND POST REFLECTION AND RESPONSE TO OTHERS	NOV. 17	CONDUCT INTERVIEW; ASSESS YOUR INSIGHTS AND OBSERVATIONS; POST FOR WHOLE CLASS ON ANGEL. (1 INTERVIEW)
	NOV. 24	RESPOND TO AT LEAST ONE PEER'S INTERVIEW POSTING. (1 RESPONSE)
ONE PAGE STRATEGY FOR SOCIAL ANALYSIS	Dec. 3	One page description of how you will proceed to gather data, analyze it, and use it to present a full social analysis in winter quarter.
GRADE RATIONALE	Dec. 3	Evaluate yourself, using the goals of the course, your own goals per your learning contract, your evaluation with your on-site supervisor, and your completion of all work required for the course.