STMA 546 Theology of Pastoral Leadership I Syllabus Fall 2006 Sharon Henderson Callahan, Ed.D. HH 212

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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 in intentionally and creatively addressing 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 supervise and delegate to employees as well as volunteers.

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 recruit, motivate, utilize and support volunteers.

Ability to lead a group in a collegial manner.

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:

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. <u>Becoming Colleagues: Women and Men Serving Together in Faith</u>. San Francisco: Jossey-Bass, 2000.

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

Foster, Charles. Embracing Diversity. The Alban Institute: 1997.

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 You 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 1, 2006.)

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.

3.) Written work:

- A. Participation in the **Angel discussion** with your group and with the class
 - 1. Sign on to Angel no later than OCT. 1, 2006.
 - 2. <u>Create two case studies</u> 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. (<u>Post 1st case study by Oct. 8; 2nd case study by Oct. 29).</u>
 - 3. **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.
 - 4. 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 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. 15; and two additional case studies by Nov. 5.) I will look for your references to the required reading, class discussions, and your pastoral response to the student who offered the case study. I will be using a "rubric" (sample included on Angel) to evaluate the depth and excellence of writing demonstrated in these responses as well as in the case study postings.
 - 5. Post observations about leadership based on <u>interview of a pastoral leader by 5pm PDT Nov. 12.</u> 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 two- three 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, evangelizations, 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?
 - 6. <u>Read others' postings and respond</u> (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. <u>Post by 5pm PST Nov. 19.</u>

C. <u>Initial social analysis of leadership context</u>. We will develop this in increments during the two quarter course. You will complete this during the second quarter. This multi-page report will utilize the material from Foster's book and the summary outline provided on Angel. You will prepare a full written text, as well as an oral presentation for the whole class. The written work for this quarter will include initial findings related to a social analysis of your context as well as preliminary insights concerning implications for pastoral leadership. The written text will constitute your final written assignment and is due at the end of class, **November 28**. The oral presentation will occur during the second quarter.

D. Completion and submission of pre-quarter paperwork (June 1, 2006):

- 1 Résumé
- 2. Letter of application
- 3. Job description
- 4. Goals and Objectives for field placement
 The Job Description and Goals and Objectives will be reviewed with the supervisor during the Sept. 19 orientation class. A <u>final copy</u> will be submitted to Dr. Callahan on <u>Sept. 26</u>, <u>2006</u>.
- **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 (Nov. 28, 2006).

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.

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.

The Themes of class sessions with associated readings and assignments:

Sept 19, 2006 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

Sept. 26, 2006 Week Two: Engaging Leadership

Toward a personal understanding of leadership style

Introducing the tools for creating virtual community in the class- Angel

Due Sept 26: Revised Job Description and Goals and Objectives- hand in by end of

class.

By Oct. 1, 2006: Sign in on Angel

Oct. 3, 2006 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 3: Self-Diagnostic Tool (Angel)

Models of Church (take and score; Angel)

"Art of Competent Leadership in Ecclesial Context" (Angel)

Bolman & Deal, Ch 20-21

Becker, pp.11-35.

By Oct. 8, 2006: Post your first case study using Angel. Post in your group location in Angel.

Oct. 10, 2006 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?

By Oct. 15, 2006:

Post your formal response to 2 case studies in

your group.

Oct. 17, 2006 Week Five: Organizing Community through Structure

Using structure to assist meeting community needs

For Oct 17: Becker, Ch. 2-5

Bolman & Deal, Ch. 1-5

"Shifting Images of Church Invite New Leadership Frames."

Oct. 24, 2006 Week Six: Understanding the Context: Social Analysis

For Oct 24: Read all the Foster text

Read the Social analysis process summarized from Foster in your

Coursepak

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

(Foster) to analyze structure of your internship community.

By Oct. 29, 2006: Post your second case study.

Oct. 31, 2006 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 Oct 31: Bolman & Deal, Ch. 6-8

Becker, Part One

Leadership Behavior Analysis (Angel)

"Transforming Leadership" (Angel)

By Nov. 5, 2006: Post your response to two case studies in your group

Nov. 7, 2006 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 7: Bolman and Deal, Ch 9-11

Becker, Part Two

By Nov. 12, 2006: 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. 14, 2006 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. 16: Bolman & Deal, Ch. 12-14

By Nov. 19, 2006 Post your response to at least one leadership interview posting.

Nov. 21, 2006 Week Ten: Study Break

Work on the Social Analysis of your congregation. Draw out implications for pastoral leadership as you understand them at this time. Prepare your final paper and grade rationale.

Nov. 28, 2006 Week Eleven: Social Analysis; Wrap up; evaluation; final words. Pull together final insights.

For Nov. 28: All submit Written Social analysis and grade rationale by end of class session.

STMA 546 THEOLOGY OF PASTORAL LEADERSHIP I DR. SHARON HENDERSON CALLAHAN FALL 2004

ASSIGNMENTS DUE:

ASSIGNMENT	DUE DATE	ТҮРЕ
LETTER OF APPLICATION	JUNE 1, 2006	LETTER ADDRESSED TO POTENTIAL EMPLOYER
VITA/ RESUME	JUNE 1, 2006	PROFESSIONAL RESUME
GOALS AND OBJECTIVES	JUNE 1, 2006 SEPT. 19, 2006 SEPT. 26, 2006	WORKED OUT WITH ON-SITE SUPERVISOR FINAL DRAFT DUE BY END OF CLASS
JOB DESCRIPTION	JUNE 1, 2006 SEPT 19, 2006 SEPT. 26, 2006	FORM COMPLETED FROM WEBPAGE NEGOTIATED W. ON-SITE SUPERVISOR FINAL DRAFT DUE BY END OF CLASS
LEADERSHIP INTERNSHIP	SEPT 19, 2006-MAR 13, 2007	8-10 HOURS WEEKLY AT A FIELD PLACEMENT SITE.
ANGEL GROUP PROCESS	<i>OCT.</i> 1	SIGN-IN
	OCT 8 OCT 29	ONE CASE STUDY POSTED ON EACH DAY LISTED. (TOTAL = 2 CASE STUDIES).
	OCT. 15 NOV. 5	A FORMAL RESPONSE TO CASE STUDIES POSTED BY AT LEAST TWO PEERS IN YOUR SMALL GROUP (TOTAL = 4 RESPONSES)
INTERVIEW LEADER AND POST REFLECTION AND RESPONSE TO OTHERS	NOV. 12	CONDUCT INTERVIEW; ASSESS YOUR INSIGHTS AND OBSERVATIONS; POST FOR WHOLE CLASS ON ANGEL. (1 INTERVIEW) RESPOND TO AT LEAST ONE PEER'S INTERVIEW POSTING. (1 RESPONSE)
SOCIAL ANALYSIS	Nov. 28	WRITTEN SOCIAL ANALYSIS PAPER DUE TO SHARON BY END OF CLASS.
GRADE RATIONALE	NOV. 28	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.