

STMA 546 Theology of Pastoral Leadership I
Syllabus Fall 2012
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Consultation by appointment

Goal: To further develop students' capacity to serve as effective leaders of faith communities

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.

Seattle University Graduate Student Learning Outcomes this course sequence addresses:

1. Demonstrate mastery of the competencies required in their profession or field.
2. Produce effective written work deemed publishable in appropriate professional contexts.
3. Make effective oral presentations adapted to specific audiences.
4. Demonstrate a worldview informed by multicultural and global perspectives.
5. Demonstrate effective leadership and team skills needed to convert goals into ethical action.
6. Recognize and address moral and ethical challenges within their profession or field.
7. Understand and appreciate the Jesuit/Catholic linking of faith and justice.
8. Assess their own levels of commitment to community service and to a just world.
9. Articulate a personal and professional growth plan in which continued learning is a key component.

Course Description as found in the SU graduate bulletin:

Theology of Pastoral Leadership I launches 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, 2008. or later edition.
- Drucker, Malka. *White Fire. A Portrait of Women Spiritual Leaders in America*. Vermont: Skylight Paths Pub., 2003.

Everist, Norma Cook and Craig L. Nesson. *Transforming Leadership. New vision for a church in mission.* Minneapolis: Augsburg, 2008.

Assorted required readings found on Angel website. Includes some links to journal articles.

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, 2012.)

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 in conjunction with course assignments. I would be happy to try to integrate into the course discussions. 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, as many of you will have denominational meetings scheduled during class times.

2.) ***Internship*** requiring 8-10 hours pastoral work involving leadership. I will have your job description for this internship. On the last day of class you will submit an evaluation from your supervisor concerning your performance at the internship site. (Included in participation grade.)

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

A. Completion and submission of pre-quarter paperwork (June 15, 2012) (5%):

1. Résumé

2. Letter of application

3. Job description (**Final copy due Sept. 25**)

4. Goals and Objectives for field placement

The Job Description and Goals and Objectives will be reviewed with the supervisor during the **Sept. 18 orientation** class. A **final copy** will be submitted to Dr. Callahan on **Sept. 25, 2012.**

B. Participation in the Angel discussion with your group and with the class

1. **Sign on** to Angel no later than **SEPT. 21, 2012.**

2. **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. Format posted on Angel. (**Post 1st case study by Oct 5; 2nd case study by Oct. 26).** (5% each case study: total 10%)
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 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. 19; and two of the new case studies by Nov. 9.**) 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- total 20%)
 5. Post observations about leadership based on **interview of a pastoral leader by 5am PST Nov. 16.** 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?(10%)
 7. **Read others' postings and respond** (about five 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. Note Rubric for Web Response Postings. (10%) **Post by 5am PST Nov. 23.**
- C. 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- two page description of your process and steps submitted at last class day, **Nov. 27.** (10%)
- D. Preliminary reflection on your theology of Pastoral Leadership.** Develop a preliminary outline (2-4 pp.) of current thinking and reflection on the main theological themes impacting your understanding of leadership, followership, call, giftedness, mission, vision, and community. This is due on the last day of class **Nov. 27.** (10%)
- 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. 27).** (5%)
- F. Please submit your signed supervisor's evaluation** for the quarter on the last day of class, **Nov. 27.**

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 peers. Please understand that the completion of all the elements listed in this syllabus is 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, readings, and the self-assessment tools 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 Supervisor’s evaluation constitutes a major component of direct assessment of your progress as a pastoral leader. 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 assessing learning outcomes.

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. Quality of contribution is more valuable in participation than quantity of participation. The faculty and class participants will attend to inclusion of all voices, use of gifts for building the community of learners, and offering opportunity for each person to contribute fully to the learning of all. (Participation is 25% 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.

ANGEL:

I have attempted to put most resources and requirements on the Angel site. Please familiarize yourself with the site. You will find under Lessons for the course all the rubrics, tests, additional reading, social analysis expectations, and theological themes referred to throughout the syllabus. In Lessons/ Resources you will find many prayer forms, articles, and direct links to denominational websites. In addition you will find a fairly comprehensive annotated bibliography that includes live web links to key leadership related websites. These often provide up-to-date statistics and results of ongoing research on issues related to pastoral leadership.

You will be informed about your participation in small groups that will correspond to “teams” as listed in Lessons/ folders for posting written requirements. As we progress through the course, I will also post power point presentations related to the topics discussed in class. I have attempted to make Angel the repository of most written communication and required work for the course.

ASSIGNMENT SUMMARY

<u>Assignment</u>	<u>Grade %</u>	<u>Due Dates</u>
Pre-Course packet including all elements Job Descript/ Goals and Object	5%	June 15 Sept. 18, 25
Sign- In Angel		Sept. 21
Case Study One	5%	Oct. 5
Responses to Case Studies (2x 5% ea)	10%	Oct. 19
Case Study Two	5%	Oct. 26
Responses to Case Studies (2x 5% ea)	10%	Nov. 9
Interview	10%	Nov. 16
Response to Interview	10%	Nov. 23
Social Analysis plan	5%	Nov. 27
Grade Rationale	5%	Nov. 27
Preliminary Outline of Theology of Pastoral Leadership	10%	Nov. 27
Supervisor's Evaluation		Nov. 27
Participation	25%	
Total	100%	

The Themes of class sessions with associated readings and assignments:

- Sept 18** **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 21:* *Sign in on Angel*
- Sept. 25** **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
Submit your final Goals and Objectives and Job Description
For Sept. 25: Transforming Leadership- Section One: Community Formed
- Oct. 2** **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 2: Self-Diagnostic Tool (Angel)
 Models of Church Score Evaluator(take and score; Angel)
 “Leadership in Ecclesial Contexts: Integration of Art and Competence”(Angel link to article on website)
 Bolman & Deal, Ch 20-21
 Becker, Part One.
 Transforming Leadership- Section Two: Identity Claimed
- By Oct 5:* *Post your first case study using Angel. Post in your group location in Angel.*
- Oct. 9** **Week Four: Organizing Community through Structure**
 Using structure to assist meeting community needs
For Oct 9: Becker, Part Two
 Bolman & Deal, Ch. 1-5
 “Shifting Images of Church Invite New Leadership Frames.” (Angel link to website for article)
 Transforming Leadership- Section Three: Integrity Tested
- OCT 16** **STUDY BREAK- CATCH UP READING AND POSTINGS**
- By Oct. 19:* *Post your response to two case studies in your group*

Oct. 23 Week Five: Understanding the Context: Social Analysis

For Oct 23: Read the Social analysis process summarized from Foster posted on Angel
 Choose five stories from *White Fire*- what elements of the stories might contribute to a social analysis of that person's journey? What questions do you think they addressed in the summary story? What questions do the stories generate in you?
 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. Refer to Foster's process and begin to identify strategies for collecting data.

By Oct. 26 Post your second case study.

Oct. 30 Week Six: 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. 30: Bolman & Deal, Ch. 6-8
 Becker, Part Three
 Leadership Orientations (Angel)
 Transforming Leadership- Section Four: Opportunities

Nov. 6 Week Seven: 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 6: Bolman and Deal, Ch 9-11
 Becker, Part Five

By Nov. 9: Post your response to two case studies in your group

Nov. 13 Week Eight: Using Leadership Gifts- Symbolic

Imagination, ritual, charisma 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.13: Bolman & Deal, Ch. 12-14

By Nov. 16 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. 20 **THANKSGIVING BREAK- Happy Thanksgiving!**

By Nov. 23 Post your response to at least one leadership interview posting by 5 am.

Nov. 27 **Week Nine: Social Analysis and leadership implications**

Wrap up; evaluation; Pull together final insights. Final Assignments Due.

Choose ten stories from *White Fire* be prepared to discuss leadership theories and qualities as we have studied them throughout the quarter- applying these to the ten women.