

School of Theology and Ministry  
Seattle University  
901 12<sup>th</sup> Avenue, PO Box 222000  
Seattle, WA 98122-1090

Winter Quarter 2014

### **COURSE INFORMATION**

#### **STMA 555 Theology of Pastoral Leadership II**

Tuesdays, 9:00am-11:50am

Classroom: HUNT 100

Prerequisites: STMA 546

### **INSTRUCTOR**

**Sharon Callahan EdD**

Office: HH 212

Office Hours: (incl. by appointment)

Office Phone: 296-5330

SU Email: scal@seattleu.edu

### **Texts and Materials**

- Heifetz, R. A., & Linsky, M. *Leadership on the Line: Staying Alive through the Dangers of Leading*. Harvard Business School Press, 2002. ISBN: 1-57851-437-1
- Choose One from:
- Lathrop, Gordon W. *The Pastor a Spirituality*. Minneapolis: Fortress Press, 2006. ISBN-10: 080063801-8
- Hagiya, Grant. *Spiritual Kaizen: How to Become a Better Church Leader*. Nashville, TN: Abingdon Press, 2013. ISBN -9781426753220
- Garrido, Ann M. *Redeeming Administration: 12 Spiritual Habits for Catholic Leaders in Parishes, Schools, Religious Communities, and Other Institutions*. Notre Dame, IN: Ave Maria Press, 2013. ISBN -9781594714283

### **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. Prerequisite: STMA 546.

### **Learning Outcomes: MDIV**

- Ability to reflect theologically on the central themes of the Christian Tradition
- Ability to inform ecclesial leadership with theology.
- Awareness of their own social location/ assumptions/ hermeneutics as they engage the text in their own lives, their communities, and the larger world.
- Ability to engage the community with the larger social context and to articulate and communicate the mission that guides the community.
- Ability to articulate one's relationship with God, as it is informed by Theological Reflection in one's social context.
- Understanding self as human, minister, and leader:
- Ability to articulate a personal and ecclesial theology of ministry.

### **Assessment of student learning processes**

- Oral presentation Rubrics related to Social Analysis and leadership presentation- completed by all participants (direct)
- Oral presentation Rubrics related to Theology of Pastoral Leadership presentation- completed by all participants. (direct)

- Final two-three page reflection on your next steps. (indirect)

**Course Requirements** Each requirement should be related to the specified student learning outcomes. Some items to consider in this section include:

- **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.

- **Internship** requiring 8-10 hours pastoral work involving leadership. I will have your job description for this internship. If you have changed internship sites or job descriptions, please submit new paperwork to me by the second class session.

- **Oral Presentations**

- **Social Analysis of your Internship Site. (20%)**

You will present your Social Analysis of your internship site to your peers, and the supervisors assembled at the time. You will have approximately 30 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/ organization. Material from Heifetz and Linsky and the previous quarter will help you frame your “next steps” as a leader.

- **Your Theology of Pastoral Leadership. (20%)**

You will present your theology of pastoral leadership to your peers and assembled guests. The oral presentation will be limited to 30 minutes with an additional 10 minutes devoted to questions, feedback and discussion. Each presentation will be separated by a 5 minute break for tear down and set up. These smaller breaks will constitute our “break” for the class session. Prayer will be no longer than 5 minutes. Thus, you can tell your supervisor, family, friends, and other colleagues pretty precisely when you will be presenting. ☺ We will move along with this kind of discipline.

*Please invite your onsite supervisor to attend both presentations.*

- **Written work:**

- Submit a three page reflection on how the social analysis process relates to your pastoral leadership practice by the end of class **Feb. 11** (15%). (Include feedback rubrics from your peers)
- Final Paper: A three page reflection on where you think you need work toward developing your theology of ministry in MDiv Synthesis. (15%) (Include feedback rubrics from your peers)
- **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 11**). (5%)
- **Feedback rubric to each student upon their completion of their oral presentations.** (30%)

## Policies

- **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.
- **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.
- **Academic Honesty** (including plagiarism): The School of Theology and Ministry strictly adheres to the academic policy regarding Academic Integrity as indicated on the Seattle University Registrar website, as noted in the box below.
- **Disability:** 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, please see related note in the box below.

### University Resources and Policies

#### Academic Resources

- Library and Learning Commons (<http://www.seattleu.edu/learningcommons/>)
  - *(This includes: Learning Assistance Programs, Research [Library] Services, Writing Center, Math Lab)*
- Academic Integrity Tutorial *(found on Angel and SU Online)*

#### Academic Policies on Registrar website (<https://www.seattleu.edu/registrar/academics/performance/>)

- Academic Integrity Policy
- Academic Grading Grievance Policy
- Professional Conduct Policy *(only for those professional programs to which it applies)*

#### Notice for students concerning 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 arrange support services and/or accommodations through Disabilities Services staff located in Loyola 100, (206) 296-5740.*

**The Themes of class sessions with associated readings and assignments:**

**Jan 7                      Week One: Overview- Begin the quarter**

Review expectations, initiate focus on social analysis and leading change. Situate Social Analysis, leading change and theological reflection.

Introduce Heifetz and Linsky - have finished by Feb 11.

**Jan. 14                    Week Two: Social analysis and leading change**

**Prayer Leader:** \_\_\_\_\_

**Presenter 1:** \_\_\_\_\_

**Presenter 2:** \_\_\_\_\_

Make connections with Heifetz and Linsky

**Jan. 21                    Week Three: Continued Social Analysis presentations**

**Prayer Leader:** \_\_\_\_\_

**Presenter 1:** \_\_\_\_\_

**Presenter 2:** \_\_\_\_\_

**Presenter 3:** \_\_\_\_\_

Make connections with Heifetz and Linsky

**Jan. 28                      Week Four: Continued Social Analysis presentations**

**Prayer Leader:** \_\_\_\_\_

**Presenter 1:** \_\_\_\_\_

**Presenter 2:** \_\_\_\_\_

**Presenter 3:** \_\_\_\_\_

Make connections with Heifetz and Linsky

**Feb. 4                      Week Five: Final Social Analysis Presentations**

**Prayer Leader:** \_\_\_\_\_

**Presenter 1:** \_\_\_\_\_

**Presenter 2:** \_\_\_\_\_

**Presenter 3:** \_\_\_\_\_

**FEB. 11      WEEK SIX: PREPARE THEOLOGICAL PRESENTATIONS.**

Look at the theological themes, recover first quarter “history of leadership” and “image of church” exercises. Consider with Lathrop’s text on Pastors.

*All social analysis reflection papers due by the end of class. Include peer feedback forms with your paper.*

**Feb. 18                    Week Seven: Theology of Pastoral Leadership Presentations**

**Prayer Leader:** \_\_\_\_\_

**Presenter 1:** \_\_\_\_\_

**Presenter 2:** \_\_\_\_\_

**Presenter 3:** \_\_\_\_\_

Reflect on Theology of leadership- Lathrop; Garrido; Hagiya; others

**Feb. 25                    Week Eight: Theology of Pastoral Leadership Presentations**

**Prayer Leader:** \_\_\_\_\_

**Presenter 1:** \_\_\_\_\_

**Presenter 2:** \_\_\_\_\_

**Presenter 3:** \_\_\_\_\_

Reflect on Theology of leadership- Lathrop, Markham, Heifetz and Linsky

**March 4                    Week Nine: Theology of Pastoral Leadership Presentations**

**Prayer Leader:** \_\_\_\_\_

**Presenter 1:** \_\_\_\_\_

**Presenter 2:** \_\_\_\_\_

**Presenter 3:** \_\_\_\_\_

Reflect on Theology of leadership- Lathrop, Markham, Heifetz and Linsky

**March 11      Week Ten: Theology of Pastoral Leadership Presentations and final wrap up**

**Prayer Leader:** \_\_\_\_\_

**Presenter 1:** \_\_\_\_\_

**Presenter 2:** \_\_\_\_\_

Final paper (with peer feedback forms) and grade rationale due at the end of class.

## Introduction

10 9 8	7 6 5 4	3 2 1 0
Very Effective: introduces central thesis; explains questions and topics to be addressed; provides outline of material to follow. Invites interest.	Generally effective but some problems: weak thesis statement; unfocused problem or contribution statement; less clear understanding of author's intent, support points, assumptions; need more cues about direction and purpose.	Ineffective: may lack thesis statement; may fail to provide initial context or focus; may not provide cues about the direction and purpose of the paper. No clear direction for the main points the paper will make.

## Names own social location/ context:

10 . . . 9 . . . 8	6 . . . 5 . . . 4	3 . . . 2 . . . 1
Describes experience of own ecclesial context. Names co-cultural lenses or social location. Clear. Insightful.	Less clarity about ecclesial context. Less description, observation, insight. Some attention to co-cultural lenses. Less clear about assumptive sets.	Unclear or ineffective; significant gaps in description; description of social location undeveloped, thin or superficial.

## Social analysis

45 . . . 40 . . . 35	30 . . . 25 . . . 20	15 . . . 10 . . . 5
Very effective: Demonstrates analysis of data; well-organized; good management of old and new information; effective transitions; points are effectively developed and supported with evidence; good use of sources; appropriate amount of relying on others' points of view to support your thesis. Demonstrates thorough understanding: history, demographics, structure (economic, political, social, culture, connections), values, direction	Limited relationship between your analysis and the material in the course: readings, lectures, discussions, etc. May contain data but lack analysis in the context of your congregation. Demonstrates partial understanding or omits key aspects related to: history, demographics, structure (economic, political, social, culture, connections), values, direction	Argument demonstrates deficiencies; conclusions might reveal your own faulty or incomplete information or understanding of the data. Argument contains lapses in logic, incorrect use of sources, or faulty assumptions. Omits several key aspects : history, demographics, structure (economic, political, social, culture, connections), values, direction

## Leadership Next Steps

15 . . . 12 . . . 10	9 . . . 7 . . . 5	4 . . . 2 . . . 1
Very effective: clear connection of your experience with your social analysis in relation to your leadership style and gifts. Demonstrates understanding of leading change as discussed in classroom and in your own experience.	Less connection of your experience with your social analysis in relation to a your leadership of next steps for this kind of congregation. Listener occasionally gets lost because of confused organization, unfocused points in your analysis, or weak transitions. Demonstrates some connection to leading change as discussed in classroom.	Over-emphasis on personal experience without connecting to social analysis of the congregation. Listener often lost because of organizational problems. Little connection of analysis to your leadership next steps, style and gifts or limits.

## Presentation

20 . . 17 . . . 14	12 . . 9 . . . 7	6 . . 3 . . . 1
Interesting, clear diction, use visuals to assist in verbal presentation, body posture and movement connected to points made in presentation; voice tone clear and welcoming; creative; engaging.	Summarizes information; body posture less engaging; relied on verbal with little attention to visual aids in the presentation; voice tone and pace of delivery adequate; somewhat creative; engaged occasionally.	Summarizes some information; body posture removed speaker from audience; relied on verbal-no attention to visual aids; voice tone and pace of delivery too fast or too slow or filled with pauses, "uhs" or other distracting repetitious verbal habits; little creativity

STMA 555 THEOLOGY OF PASTORAL LEADERSHIP II 9  
 PEER FEEDBACK RUBRIC “Theology of Pastoral Leadership”

Introduction

10 9 8	7 6 5 4	3 2 1 0
Very Effective: introduces central thesis; explains questions and topics to be addressed; offers outline of material to follow. Invites interest.	Generally effective but some problems: weak thesis statement; unfocused problem or contribution statement; less clear understanding of author’s intent, support points, assumptions; need more cues about direction and purpose.	Ineffective: may lack thesis statement; may fail to provide initial context or focus; may not provide cues about the direction and purpose of the paper. No clear direction for the main points.

Names own leadership gifts/ limits

10 . . . 9 . . . 8	6 . . . 5 . . . 4	3 . . . 2 . . . 1
Describes understanding of leadership gifts and limits. Clear. Insightful. Acknowledges life experience, reading, ecclesial experience and relates to pastoral leadership.	Describes understanding of leadership gifts and limits. Less clear. Missing some insight or self-understanding. Missing some aspect of leadership development related to: life experience, reading, ecclesial experience. Less clear integration of leadership gifts w. own pastoral leadership.	Unclear or ineffective; significant gaps in description; description of leadership gifts/ limits. Somewhat thin or superficial. Less related to two or more: life experience, reading, ecclesial experience. Little integration.

Theology Connection

45 . . . 40 . . . 35	30 . . . 25 . . . 20	15 . . . 10 . . . 5
Very effective: well-organized; good management of old and new information; effective transitions; points are effectively developed and supported with evidence; good use of sources; appropriate amount of relying on others’ points of view to support your thesis. Demonstrates thorough understanding of theological themes: God; Human; Salvation; Religious Experience; Bible; how one comes to know God; importance of symbol, story; ecclesial relationship.	Adequate management of old and new information; May be weak in one or more of these: effective transitions; points effectively developed and supported with evidence; use of sources; appropriate amount of relying on others’ points of view to support your thesis. Demonstrates attention to some or all of theological themes: God; Human; Salvation; Religious Experience; Bible; how one comes to know God; importance of symbol, story; ecclesial relationship.	Missing some key elements: management of old and new information; transitions; points effectively developed and supported with evidence; good use of sources; appropriate amount of relying on others’ points of view to support your thesis. Needs additional attention to theological themes: God; Human; Salvation; Religious Experience; Bible; how one comes to know God; importance of symbol, story; ecclesial relationship.

Integration of Theology with Pastoral Leadership vision

15 . . . 12 . . . 10	9 . . . 7 . . . 5	4 . . . 2 . . . 1
Very effective: clear connection of your experience with your theology in relation to your vision of you as pastoral leader. Demonstrates understanding of leading change, public persona of leader, personal or private beliefs, the relationship between leading and believing; identifies impact your theology has on leading in your ecclesial context.	Somewhat effective: connection of your experience with your theology in relation to your vision of you as pastoral leader; Demonstrates adequate understanding of leading change, public persona of leader, personal or private beliefs, the relationship between leading and believing; identifies some areas of impact your theology has on leading in your ecclesial context.	Unclear and/ or unfocussed connection of your experience with your theology in relation to your vision of you as pastoral leader. Missing some elements of: leading change, public persona of leader, personal or private beliefs, the relationship between leading and believing; little attention to the impact your theology has on leading in your ecclesial context.

Presentation

20 . . 17 . . 14	12 . . 9 . . 7	6 . . 3 . . 1
Interesting, clear diction, use	Summarizes information; body	Summarizes some of the information; body

visuals to assist in verbal presentation, body posture and movement connected to points made in presentation; voice tone clear and welcoming; creative; engaging.	posture less engaging; relied on verbal with little attention to visual aids in the presentation; voice tone and pace of delivery adequate; somewhat creative; engaged occasionally.	posture removed speaker from audience; relied on verbal with no attention to visual aids in the presentation; voice tone and pace of delivery too fast or too slow or filled with pauses, “uhs” or other distracting repetitious verbal habits; little creativity; engaged me rarely.
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Presenter Name: \_\_\_\_\_ Reviewer Name: \_\_\_\_\_