STMA 555 Theology of Pastoral Leadership II
Syllabus Winter 2012

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M.Div. Competencies this course addresses:

- 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.

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.

Required Foundational Reading:

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

Lathrop, Gordon W. *The Pastor a Spirituality*. Minneapolis: Fortress Press, 2006. ISBN-10: 080063801-8

Markham, Donna. *Spiritlinking Leadership*: Mahweh,NJ: Paulist, 1999. ISBN: 0-8091-3840-9

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. If you have changed internship sites or job descriptions, please submit new paperwork to me by the second class session.

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

- Complete social analysis of your internship context. You will submit the final multi-page (10-25 pp) report by the end of class **Feb. 2.** (15%) (Include feedback rubrics from your peers- not as part of total pages in report)
- Final Paper: your theology of Pastoral Leadership. You will submit the final multi-page (10-15pp) report by the end of class **March 9.** (15%) (Include feedback rubrics from your peers- not as part of total pages in report)
- **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 9**). (5%)
- **Feedback rubric to each student upon their completion of their oral presentations.** (30%)

3.) Oral Presentations

A. **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. Material from Heifetz, Markham and the previous quarter will help you frame your "next steps" as a leader.

B. **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 25 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 this along with this kind of discipline.

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.

The Themes of class sessions with associated readings and assignments:

Jan 10 **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 and Markham start to read and have finished by Feb 7.

Jan. 17 **Week Two: Social analysis and leading change**

Prayer Leader: _____

Presenter 1:_____

Presenter 2:_____

Presenter 3: _____

Jan. 24 **Week Three: Continued Social Analysis presentations**

Prayer Leader: _____

Presenter 1:_____

Presenter 2:_____

Presenter 3:_____

Jan. 31 **Week Four: Continued Social Analysis presentations**

Prayer Leader: _____

Presenter 1: _____

Presenter 2:_____

Presenter 3:_____

Feb. 7 **Week Five: Final Social Analysis Presentations**

Prayer Leader: _____

Presenter 1: _____

Presenter 2:_____

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

FEB. 14 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.

Feb. 21 **Week Seven: Theology of Pastoral Leadership Presentations**

Prayer Leader: _____

Presenter 1: _____

Presenter 2:_____

Presenter 3: _____

Presenter 4: _____

Feb. 28 **Week Eight: Theology of Pastoral Leadership Presentations**

Prayer Leader: _____

Presenter 1: _____

Presenter 2:_____

Presenter 3:_____

Presenter 4: _____

March 6 **Week Nine: Theology of Pastoral Leadership Presentations**

Prayer Leader: _____

Presenter 1: _____

Presenter 2:_____

Presenter 3: _____

Final comments, evaluation, and send-off

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

PEER FEEDBACK RUBRIC "SOCIAL ANALYSIS"

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 of the information; body 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.

Presenter Name: _____Reviewer Name: _____

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 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 of the information; body 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.

Presenter Name: _____ Reviewer Name: _____