

34-650 Advanced Seminar in Congregational Leadership

Fall, 2014

Fridays, 9-12

Room 208

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Pre-Requisites: First Preference for this course is given to students in the PASTORAL MINISTRY CONCENTRATION. Students will need to have completed or be enrolled in three other courses required for the concentration in order to enroll.

Enrollment limit: 15

Course Purpose: This course serves as a synthesis and integration of the various fields that are housed in the Congregational Leadership Field (Congregational/Church Leadership, Evangelism, Spiritual Formation and Sociology of Religion). The forward-looking and practical aspect of this course is to provide for the development of a “tool-kit” for the first months and initial steps in congregational ministry beyond the seminary experience. The methods that will be used are reading/reflection, case study for diagnosis, synthesis, integration and avenues of leadership/action. Assembling the tool kit will be accomplished by a brief situational case study exercise that will uncover categories of resources to be researched in the first weeks and months in a new pastorate. As preaching is a central focus of congregational leadership and is a synthetic practice that incorporates broad curricular and other resources, focused in this class on the areas of the field; and as the opportunities to preach “under supervision” are precious, the leadership exercised in preaching will be demonstrated by the student as an important function of this course.

Course Goals:

Knowing

- The Leader colleague will be expected to exhibit a capacity to demonstrate and integrate the influence of the areas of the Congregational Leadership Field (with attention to the resources of the other areas of the curriculum) in their case study work/analysis, their class/peer group discussion and preaching.
- The Leader colleague will be expected to engage the various readings and case studies presented with an awareness of the influence of their “preferred” understanding of each area of the Congregational Leadership Field, their capacity to learn and “flex” into other contexts and priorities and their engagement capacity with the cultural, theological and contextual lenses they bring and those of the authors/presenters.

- The Leader colleague will demonstrate the capacity to be synthetic of the above-mentioned items in their approach to the assignments and engagements of the course.

Being

- It is assumed in this course that the student is a congregational leader and a colleague.
- The colleague will maintain a “Leadership Learning” journal as to their awareness of this aspect of formation and transformation that is in transition from the seminary to the leadership in a congregation.
- The Leadership colleague will assume a pastoral identity in class discussions, written assignments, clerical dress (i.e. be aware and encouraged to “try on” their “clerics” which is not understood to be restricted to a collar or other prescribed set of clothing, but on the embodiment of the office and context of leadership).

Doing

- The Leadership colleague will prepare a model sermon for their “introduction” to the congregation and preach it in the class.
- The Leadership colleague will fashion a “tool kit” for use in their first months of ministry in a post-graduation congregation.
- The Leadership colleague will co-lead a case with another colleague from the class as an experience of “walking around” in the setting and issues described in order to demonstrate the a) capacity for cooperative leadership within the group, b) capacity to incorporate the lenses of the areas of the Congregational Leadership Field as resourced by the wider curriculum and life experience present in the classroom, c) capacity to generate strategic actions and “next steps” based on the case and discussion.

Primary Texts 34-650 Advanced Seminar

Scott Belsky. *Making Ideas Happen*. Penguin Group, 2012. (ISBN: 9781591844112, Price: \$10.98).

Allan Hugh Cole. *From Mid-terms to Ministry*. Eerdmans, 2008. (ISBN: 978-802840028, Price: \$16.98).

Anita Farber-Robertson. *Learning While Leading*. Alban Institute, 2000. (ISBN: 9781566992305, Price: \$11.81)

Michael Watkins. *The First 90 Days, updated and expanded*. Harvard Business Review, 2012. (ISBN: 9781422188613, Price: \$15.73)

Supplemental Texts

James Honan & Cheryl Sternman Rule. *Using Cases in Higher Education*. Wiley, John & Sons, 2002. (ISBN: 9780787953911, Price: \$27.56).

Mary Clark Moschella. *Ethnography as Pastoral Practice*. Pilgrim Press, 2008. (ISBN: 9780829817744, Price: \$17.50)

Assignments

Case Studies: There are two types; one is brief and intended to uncover resources necessary for the pastor's "tool kit", the second is a more comprehensive and synthetic case study outlined below. The brief case studies will be led by the professor throughout.

- The professor will lead the cases for the first weeks of the semester. Depending on the size of the class, the number of weeks when Leader colleague teams of two will lead the case. The purpose of the case studies will be contingent on the nature of the case and the purpose is an important first step. Cases presented may be primarily for contextual analysis, self-understanding, decision-making, action/next-steps, problem solving or reflection on the dynamics of a field of study as they are brought to bear in a particular situation. As the week progress, the dynamics of cases will become more comprehensive of all of these areas wherein the leader colleague will be challenged to make the complex comprehensible in the various aspects of understanding as well as demonstrate the capacity to think synthetically and in an integrative fashion as the case demands. The Leadership colleague will co-lead a case with another colleague from the class as an experience of "walking around" in the setting and issues described in order to demonstrate the a) capacity for cooperative leadership within the group, b) capacity to incorporate the lenses of the areas of the Congregational Leadership Field as resourced by the wider curriculum and life experience present in the classroom, c) capacity to generate strategic actions and "next steps" based on the case and discussion.

30% of the grade for comprehensive

10% of the grade for Tool Kit

Cases for the first two weeks of the course will be handed out in class. Cases beyond the first week will be available on MOODLE two weeks in advance. The Leader Colleague Teams should plan their preparation time given these parameters.

Beginning in week three each Peer group (there will be group designations in MOODLE) will post a one-two page "star-point" (I am trying to avoid a term that refers to a weapon like "bullet". Please use the star symbol.) reflection on the key "take-aways" from the readings as well as the case study. The group may add a star or two on the influence the reading or case has made on the consideration of the Tool Kit.

Sermon: In anticipation of an introductory sermon in a new appointment or call, a potential "trial" sermon will be developed and preached. The sermon will be 10-15 minutes in length.

This sermon will be in the form and preached upon the text of the preacher's choosing. It will be graded equally on the demonstrated skills and disciplines of preaching, biblical and theological foundations as well as a witness to the leadership, evangelism, spiritual practices and understanding of social engagement the Leadership colleague will bring. Clearly, in the context and time provided, these cannot be exhaustively examined, but an essence of them can pervade a sermon by careful exercise of the disciplines examined in the curriculum. Sermons will begin in week 3 as assigned.

30% of the grade.

Sermons are to be posted on MOODLE by the beginning of the class in which they are to be preached. Although the grade will be based on the preached sermon, comments will be made on the manuscript.

Class Participation: Demonstrated and prepared collegial investment in the learning of others is the key point to class participation. Are you prepared to be helpful in moving the process along in the rubrics and disciplines of the class? Are you able to learn from the class and adapt to the ecology as it develops? There are personality profiles, cultural expectations, language issues and other factors that contribute to a personal understanding of class participation. A brief paragraph expressing the Leader colleague's understanding of class participation will be submitted on week two to the professor. Comments and possible negotiations of the criteria may result from this statement and it will be the basis of assessment for the grade.

30% of the Grade

Rubrics:

A: The Leader colleague will receive an "A" in the class if all of the assignments are done on time; the Leader colleague has shown the capacity to synthesize the areas of Congregational Leadership as resourced by the fuller academic curriculum and practical experience in ways that clearly inform their engagement in ministry situations and provide a confident "way forward." The Leader colleague will also exhibit the capacity to "learn while leading" in their various interactions in class and in their written work.

B: The Leader colleague will receive a "B" in the class if all of the assignments are done on time; the Leader colleague has shown the capacity to identify pieces of their learning in Congregational Leadership areas, but, they are not clear or confident in the ways they "fit together" to form their approach to leadership, nor are the bridges and synthesis to the fuller academic curriculum or practical experiences clear. The Leader colleague shows evidence of growth in the aforementioned areas and demonstrates a capacity to "learn while leading", yet is not fully confident in the engagement to enter the process fully.

C: The Leader colleague will receive a “C” in the class if the assignments are not done on time or thoroughly; the Leader colleague shows minimal capacity to synthesize the various pieces of the Congregational Leadership areas nor the fuller curriculum in class discussions and notes, although they may be excellent in their mastery of those pieces when they stand on their own. The approach to practical matters are mainly intuitive and not informed by synthesis or reflection on the academic sources or panoply of practical theologies and practices studied on the degree work. The capacity to “learn while leading” is not engaged.

F: There are deficiencies in all areas noted in the rubrics.

A “minus” or “plus” used in the final grading represents the Leader colleague’s capacity to demonstrate an excellence above or below the qualifications of the grade noted in the rubrics. Participation grades will be noted for the Leader colleague at week seven and week ten.

Course Outline:

Note: The Peer discussions are suggestions only. They align with the readings and case study. However, each group will need to develop their own agenda in order to put together the Tool Kit as the participants feel is necessary. The group is encouraged to share leadership from week-to-week.

Week One: September 5

Introduction to the class and rubrics

Case Study: *Identity Reflected in “the Sunday Line”*

Read: Farber-Robertson (all)

Week Two: September 12

Thinking about the “life” and its disciplines

Case: *Your Predecessor Went to Everything: Calendar and Community*

Reading: Wogaman & West in Cole

Week Three: September 19

Sermon

Case: *A Stranger in a Strange Land: Moving into a new culture*

Reading: Couture & Willimon in Cole

Week Four: September 26

Sermon

Case: *TMI or TLI? Too much or too little information?*

Reading: Yust & Schweitzer in Cole

Week Five: October 3

Sermon

Case: *Esther: Evangelism, Sacraments, Religious Boundaries and Expansion*

Reading: Long & Barnes in Cole

Week Six: October 10

Sermon

Case: *She Wanted to Be With Her Mother: Four cultures shape pastoral practice*

Reading: Doehring & Palmer in Cole

Week Seven: October 17

Sermon

Case *Working an hour a week 24/7: Interpreting the pastoral role according to Mike P.*

Reading: Miller McLemore & La Rue in Cole

October 24 falls during Reading Days. No class.

Week Eight: October 31

Sermon

Case *Transforming the community: great ideas, but nothing gets done!*

Reading: Belsky all

Week Nine: November 7

Sermon

Case *Turning around an elephant: Correlation from Indonesia to the context*

Reading: Watkins all

Week Ten: November 14

Sermon

Case *Money, money everywhere: the case of too many accounts and no accountability*

Week Eleven: November 21

Sermon

Case *Stay in the church! Reaching out to organize for transformation and the place of resistance*

November 28 HAPPY THANKSGIVING!

Week Twelve: December 5

Sermon

Case *Whose land is it: ownership, ecology and community*

Week Thirteen: December 10 *Note this is a Wednesday make up for reading days*

Sermon

Case *In name only*

Note: Case Study titles and topics may/will change at the discretion of the professor.

Possible off-campus experiences may arise due to the direction and interest of the course!