

EMP-4000 LEADERSHIP AND MANAGEMENT FOR MINISTRY

Professor: Regina Wentzel Wolfe, Ph.D.

Term: Spring, 2017

Mondays 7:00 PM – 9:45 PM

Class online: D2L

Contact information: **Please note**, the best contact method is through email which I check regularly at the beginning and the end of the day.

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Office Location: Room 413

CTU MISSION STATEMENT

The mission of Catholic Theological Union is to prepare effective leaders for the Church, ready to witness to Christ's good news of justice, love, and peace.

COURSE DESCRIPTION

This course explores the responsibility those called to ministry have to provide effective administrative and managerial leadership whether they serve in increasingly complex parishes, religious congregations, diocesan offices, or other Church related organizations. The course gives particular attention to the theological and ethical foundations of pastoral leadership as well as management theory and practice, communications and marketing skills, fundamental principles of human resource management, and basic budgeting and financial management skills. It also examines best practices in compliance and organizational ethics with emphasis on mission integration and ongoing professional development of staff. Fulfills the required MP4310a-f Collaborative Leadership Workshops.

STUDENT LEARNING GOALS FOR THE COURSE

Upon completion of the course students who are prepared, participate in class discussions and activities, and successfully complete assignments will be able to:

1. Demonstrate an understanding of the theological and ethical foundations of pastoral leadership. (Learning outcomes: MDiv 2, 3; MAPS/MA-in 3.)
2. Identify, evaluate and employ practices that foster the development of a spirituality of leadership for mission. (Learning outcomes: MDiv 2, 3; MAPS/MA-in 2, 3.)
3. Demonstrate the knowledge and skills needed to provide effective administrative and managerial leadership in a ministerial setting. (Learning outcomes: MDiv 1, 2, 3; MAPS/MA-in 2, 3.)

REQUIRED TEXTS

1. Garrido, Ann M. *Redeeming Administration: 12 Spiritual Habits for Catholic Leaders*. Notre Dame, IN: Ave Maria Press, 2013. ISBN 978-1-59471-428-3
2. Gula, Richard. *Just Ministry*. Mahwah, NJ: Paulist Press, 2010. ISBN 978-0-8091-4631-4
3. Gula, Richard. *The Way of Goodness and Holiness: A Spirituality for Pastoral Ministers*. Collegeville, MN: Liturgical Press, 2011. ISBN 978-0-8146-3347-2
4. Holmes, Paul, ed. *A Pastor's Toolbox*. Collegeville, MN: Liturgical Press, 2014. ISBN 978-0-8146-3808-8

Additional articles/ecclesial documents may be assigned periodically; they will be posted on D2L. If articles can be accessed through the Bechtold Library's online databases, only citations will be provided. Links will be provided for articles or documents found on the web.

ASSESSMENT OF STUDENT PERFORMANCE

Grades will be based upon the following:

1. **Class participation:** Students are expected to participate in class on a regular basis. This should be done in a way that demonstrates preparation of assigned readings in advance of class, engages in substantive in-class discussions, and gives evidence of familiarity with the various topics under consideration. (Student learning goals: 1, 2, and 3.) Criteria for assessing student participation can be found in Appendix I (20% of final grade).
2. **Reflective Journal:** Students will keep a reflective journal on their understanding of the spirituality of leadership and management for ministry. (Student learning goals 1, 2, and 3.) Journal entries will be posted to d2l Dropbox throughout the semester. The completed journal is **due on Monday, May 8**. The primary resource for this assignment is *Redeeming Administration: 12 Spiritual Habits for Catholic Leaders*. Assignment and criteria used in grading can be found in Appendix II (20% of final grade).
3. **Practical application projects:** The projects will focus on developing administrative and managerial leadership skills in areas such as human resources management, budgeting and finance, communication, and fundraising. Many of these projects will be done in teams and presented in class. (Student learning goals: 1 and 3.) Individual project assignments including criteria used in grading are as follows;
 - a. **Human resources management project** (See Appendix III; 20% of final grade)
 - b. **Budgeting and financial statements project** (See Appendix IV; 20% of final grade)
 - c. **Audio visual project** (See Appendix V; 20% of final grade)

Grade scale:

97-100 A+	73-76 C
93-96 A	70-72 C-
90-92 A-	67-69 D+
87-89 B+	63-66 D
83-86 B	60-62 D-
80-82 B-	Below 60 F
77-79 C+	

See the Student Handbook for more detail.

GENERAL EXPECTATIONS AND CTU POLICIES

1. **Attendance at all class sessions** is expected. If at all possible, students should give notice in advance of an absence from class.
2. **Students are expected to check d2l regularly** for assignments, updates, and other postings.

3. **Late assignments will be marked down.**
4. **Failure to complete all requirements will result in an "F" grade for the course.**
5. **Any breach of academic integrity such as cheating or plagiarism will be sanctioned according to the CTU STATEMENT ON ACADEMIC INTEGRITY – see Student Handbook**

Sanctions include the following: lowering of the grade on the assignment, failure for the assignment, failure for the course, and suspension or dismissal from CTU.

Academic integrity demands that a student **acknowledge all sources** employed in the preparation of written assignments, whether in the use of exact quotations or in substantial reproduction of ideas. **Failure to do so is plagiarism, which is a breach of the CTU Academic Integrity Policy.** Please consult the "Writing and Research Tools" section of D2L for assistance in proper styles of citation. For examples of plagiarism, see Chapter One of the *CTU Writing Handbook*. Please note, source/s of direct quotes in oral work must also be acknowledged.

6. **Use of bias free language is expected:**
Faculty and students are expected to use inclusive, nondiscriminatory language when referring to human beings in classroom presentations and discussions, in written materials and papers for courses, and in projects or thesis. While recognizing the complexity of the cultural contexts and theological issues around the question of how we name God, all are also encouraged to use gender neutral or gender-balanced language and imagery in so far as possible when they speak about God.
7. **Copyright**
It is the intent of Catholic Theological Union (CTU) that all members of the CTU community adhere to the provisions of the United States Copyright Law (Title 17, USC, Section 101 et seq) and all related legislative acts. CTU expects those using materials which are or may be copyright protected to be familiar with and comply with copyright law. For more information about copyright go to:
<http://www.copyright.gov/title17/92chap1.html#107>
8. **Extension/Incomplete**
Any student who wants to request an extension **MUST** notify the professor **no later than Monday, April 24** of his or her intention to petition for an extension. **ALL** appropriate paperwork must be completed with the registrar. If paperwork is not completed by **May 1, the student will receive the grade of PI (Permanent Incomplete).**

CAMPUS RESOURCES

1. **Library Hours:** <http://www.ctu.lib.il.us/library> For information, contact: Melody Layton McMahon, Library Director: 1-773-371-5460; mmcmahon@ctu.edu
2. **English for Theological Education:** contact Chrissy Zaker :czaker@ctu.edu
3. **Writing Handbook:** Helpful Links section of D2L at <https://d2l.ctu.edu>
4. **Writing & Resource Center:** There are a number of writing resources available to all CTU students. The Writing and Resource Center is located in room 338 for drop in help with writing and presentation skills. Contact: Kathleen Martin, kmartin@ctu.edu, room 370B.
5. **Student Services:** contact Kait Cirillo, Room 347; 773-371-5536; or studentservices@ctu.edu
6. **Academic Calendar:** Helpful Links section of D2L at <https://d2l.ctu.edu>

COURSE WORKLOAD GUIDELINES

It is generally expected that for every hour spent in the classroom, students should plan on two to three hours of work – reading, writing, studying, project work, etc. – outside of class. For a three-credit class, that's between 72 and 102 hours of work **outside** class.

For planning purposes, critical reading of a text, which at a minimum would include **reflecting** on the material and **taking notes** on the major points, is done at approximately 30 pages per hour. If the reading assigned is very technical, it might be fewer pages per hour, approximately 20 pages per hour. General reading, such as a blog or article from *America*, *Commonweal*, or *The Tablet*, would take less time to read, approximately 40-45 pages per hour.

The time needed to complete written assignments also varies according to the type of assignment. For example, writing reflection papers takes on average one hour for every two double-spaced pages; writing research papers takes on average two hours for each double-spaced page. Please note, this includes time for multiple revision of drafts. Depending on your background, reading speed, writing skills etc. you might have to allow more time for these tasks.

Assistance with writing and reading

CTU students can use DePaul University's writing center. See <http://condor.depaul.edu/writing/> for more information.

There are a number of writing resources available to all CTU students. The Writing and Resource Center is located in room 338 for drop in help with writing and presentation skills. There are also resources available through DePaul University's Writing Center. Please familiarize yourself with the various resources they offer by checking out their web site at: <http://condor.depaul.edu/writing/>. If you have questions about using DePaul's resources or need tutoring or assistance with writing, please make an appointment to see Kathleen Martin Writing and Resource Center Director. Her email address is kmartin@ctu.edu.

Helpful websites include:

Dartmouth University's Academic Skills Center, especially the materials on active reading found at http://www.dartmouth.edu/~acskills/tutors/active_reading.html

WritingforCollege.org found at <http://www.tc.umn.edu/~jewel001/CollegeWriting/home.htm>

COURSE CALENDAR

February 6 – Introductions and expectations; fundamentals of respectful dialogue; setting the agenda

February 13 – Vocation to ministry: a calling and a profession

Required reading: Gula – *Just Ministry* Chapters 1-4. Gula – *The Way of Goodness and Holiness* introduction, chapters 1 and 2. Holmes – *A Pastor's Toolbox* Chapter 1.

February 20 – Leadership, power, and managing people.

Gula – *Just Ministry* chapters 5, 7 and 8. Holmes – *A Pastor's Toolbox* chapters 2.

February 27 — Leadership: art of and skills for communication; video project in-class group working session; first journal entry DUE

Required reading: posted to d2l.

March 6 – Human resources practices.

Required reading: Holmes – *A Pastor's Toolbox* chapter 5; additional materials posted on d2l

March 13 – Human resources practices cont'd; second journal entry DUE

Required reading and materials posted on d2l

March 20 – Reading Week: no class

March 27 – Budgeting and financial statements; third journal entry DUE.

Required reading: Holmes – *A Pastor's Toolbox* chapters 3, 4, 6 and 7 and materials posted on d2l

April 3 – Budgeting and financial statements cont'd.

Required reading and materials posted on d2l

April 10 – Budgeting and financial statements cont'd; fourth journal entry DUE.

Required reading: Holmes – *A Pastor's Toolbox* chapters 9, 10 and 12 and materials posted on d2l

April 17 – Easter Monday: no class.

April 24 – Communication, marketing and fundraising basics; videos shown in class.

Required reading: Holmes – *A Pastor's Toolbox* Chapter 9 and materials posted on d2l

May 1 – Communication, marketing and fundraising basics cont'd; video project DUE.

Required reading and materials posted on d2l

May 8 – Spirituality of leadership; completed journal DUE.

Required reading: Gula – *The Way of Goodness and Holiness* Chapters 3-6; Review Garrido – *Redeeming Administration*

This Syllabus is subject to revision.

Appendix I
Class Participation Grade EMP-4000
(20% of final grade)

Maximum number of points is 20. **Three (3) or more absences** from class will result in **zero credit** for class participation. Criteria for assigning points:

	4 points	3 points	2 points	1 point	Points earned
Attendance	You attend and are on time for all classes	You attend all classes but are late once or twice	You miss a class without a compelling reason or are frequently late	You miss two classes and/or are consistently late	_____
Class engagement	You take an active, but not domineering, role in discussions on a regular basis	You participate in discussions on a fairly regular basis	You infrequently contribute to discussions or must always be prompted to participate	You never contribute to discussions by offering ideas and asking questions	_____
Preparedness	You are almost always prepared for class and	You are usually prepared for class	You are rarely prepared for class	You are almost never prepared for class	_____
Contributions to discussions	Your comments and contributions advance the discussion and help the class gain a deeper understanding of the topic	Your comments and contributions relate to the topic and are for the most part constructive	Your comments and contributions do not directly relate to the topic or are not constructive	Your comments and contributions are often vague and rarely relate to the topic	_____
Class dynamics	Class dynamics and the level of discussion are often better because of your presence and participation	Class dynamics and the level of discussion are, for the most part, better because of your presence and participation	You have little effect on class dynamics and the level of the discussion	Your participation and presence detract or harm class dynamics and the level of the discussion	_____
				Participation grade total:	=====

Appendix II
Reflective Journal EMP-4000
(20% of final grade)

The purpose of this assignment is to keep a reflective journal on your understanding of the spirituality of leadership and management for ministry. The primary resource for this assignment is *Redeeming Administration: 12 Spiritual Habits for Catholic Leaders* by Anne Garrido. Students are asked to post their journal entries to date on four different occasions: February 27, March 13 and 27 and April 10. The completed journal is due May 8. All entries are to be submitted through d2l Dropbox.

Each journal posting will – at a minimum – respond to specific guided questions below. Students may also include a short reflection on class readings and activities to date as they pertain to developing a spirituality of leadership in all its aspects. The entries do not need to be long but do need to be thoughtful and reflective.

Journal entry one based on introduction, chapters 1 and 2 (due February 27):

1. In the introduction Garrido presents a definition of spirituality. What do you make of that definition? How does it resonate with or differ from your own working definition of spirituality?
2. What do you make of the idea that work – even administrative work – can be part of God’s plan for us to become more holy, healthy, saintly people?
3. Share the story of a time when you let go of your own agenda or aspiration because you realized that there was a larger common good that, as leader/administrator, you needed to pursue? What lingering feelings do you have about this decision?
4. What is your attitude toward work? Does your work evoke images of curse or blessing for you? In what ways does work give you the opportunity to experience work as generative?

Journal entry two based on chapters 3 and 4 (due March 13):

1. Has your experience of leadership/administration increased your sense of trust in others? In yourself? In your ministry? In God?
2. What has your experience in leadership/administration taught you about the mystery of love and its many faces?
3. Tell the story of a time when you poured out your energy for another or others who never knew how much of yourself you were giving to them. How did this feel? What motivated you?

Journal entry three based on chapters 5 – 7 (due March 27):

1. What do you think the poet and philosopher John O’Donohue means when he says that “the only appropriate response to privilege is absolute integrity”? In what ways are you in a position of privilege, even though it may not always feel like it?
2. Is there a situation in your current position in which you might need to be more honest with yourself? What is the wisdom of the group concerning strategies for being increasingly honest?

3. How do you balance humility and courage in your administrative ministry? How do you know when to say, “I’m not sure I can do this; I need help,” versus the moment to say, “I’m not sure I can do this, but I need to act”?

Journal entry four based on chapters 8 – 10 (due April 10):

1. What aspects of your job most hinder reflection? What aspects most invite or encourage it?
2. Is the humor that you enjoy in your work primarily humor of deprecation or elevation? What are the clues that help you to distinguish between the two?
3. Either a) Tell about a time when you were able to forgive a supervisor or a coworker. What made it possible? What did you learn about yourself? or b) Share the story of a time when you have been forgiven by a supervisor or coworker. What made this possible? What did you learn about yourself?

Completed journal based on entire book particularly chapters 11 and 12 (due May 8):

1. Share the story of a time at work when you were able to graciously let go of something very significant to you. How did this feel? What happened to you in the process?
2. Tell the story of a time when your work as an administrator required you to live by hope. Share about a time when you thought you knew how the puzzle pieces of life fit together, and God surprised you with an alternative picture of reality.
3. In light of the reflections in your journal and the other readings, particularly *The Way of Goodness and Holiness* by Gula, where do you see yourself in the process of cultivating a spirituality for ministry?

Criteria for assessing the journal:

The most points possible for the completed journal are 100 points. The following are the criteria for grading:

- Missing journal entry (i.e. there is no journal entry posted in the allotted timeframe) – ten (10) points deducted from the final grade.
- Journal entry is submitted late – for each day the submission is late two (2) points deducted from the final grade; journal entries will not be accepted beyond five days of the due date.
- Journal entry is not complete (i.e. not all the reflection questions are addressed) – two (2) points deducted from final grade for each unaddressed question.
- Journal entry doesn't indicate any serious engagement with the question/s posed – five (5) points deducted from final grade for entries that do not engage the material.

Appendix III
HR Prospective Employee Interview Project EMP-4000
(20% of final grade)

This Project will be done in-class as a role play. Working in triads, students will take turns as an interviewee, an interviewer, and an observer who provides feedback to the interviewer. The "STAR" method, which will be presented in class, will be used. Forms and other resources needed for the project will be posted to d2l. Triads will be assigned at the beginning of class on Monday, March 13.

The primary goal of this project is to demonstrate the knowledge and skills needed to provide effective administrative and managerial leadership for hiring personnel in a pastoral setting. (Learning outcomes: MDiv 1, 2, 3; MAPS/MA-in 1). A secondary goal is to demonstrate the ability to engage in the process in a way that recognizes the theological and ethical foundations of pastoral leadership. (Learning outcomes: MDiv 2, 3; MAPS/MA-in 1)

Grading grid for

	A Range	B Range	C Range
	<p>Question posed for each competency identified is clear and directly related to behaviors that demonstrate ability for the competency.</p> <p>Feedback of observer is given in a manner that maintains or enhances the self-esteem of the interviewer</p> <p>Student fully engages in role-play process</p>	<p>Question posed for each competency identified is not completely clear or is not directly related to behaviors that demonstrate ability for the competency.</p> <p>Feedback of observer is given in a manner that does not completely maintain or enhance the self-esteem of the interviewer</p> <p>Student half-heartedly engages in role-play process</p>	<p>Questions posed are not at all related to behaviors that demonstrate ability for the competency.</p> <p>Feedback of observer neither maintains nor enhances the self-esteem of the interviewer</p> <p>Student does not take process seriously</p>

Appendix IV
Budgeting and Finance Case Study Project EMP-4000
(20% of final grade)

This project will be done both in and outside of class. Students will be given a case study scenario that will require them, among other things, to address budget issues and prepare appropriate financial statements. Materials needed to complete the project along with the grading grid will be posted to d2l on March 13, the week before reading week.

The primary goal of this project is to demonstrate the knowledge and skills needed to provide effective administrative and managerial leadership in budgeting and finance in a pastoral setting. (Learning outcomes: MDiv 1, 2, 3; MAPS/MA-in 1). A secondary goal is to demonstrate the ability to engage in the process in a way that recognizes the connection of budgeting and financial soundness to overall ministry as well as the theological and ethical foundations of pastoral leadership. (Learning outcomes: MDiv 2, 3; MAPS/MA-in 1)

Appendix V
Audio Visual Project EMP4000
(20% of final grade)

The purpose of this project is to create a video for use in a ministerial setting. Students will work in groups to create a video to be used as a communication tool in a pastoral setting. An “in process” version of the video should be submitted through d2l Dropbox no later than March 27. The final version of the video will be shown in class on Monday, April 24 and should be submitted through d2l Dropbox no later than Monday, May 1. Some in-class time will be set aside on Monday, February 27 for groups to discuss the subject matter of their video project. The goal is to demonstrate the knowledge and skills needed to provide effective administrative and managerial leadership in a pastoral setting through appropriate use of media. (Learning outcomes: MDiv 1, 2, 3; MAPS/MA-in 1)

- Groups will be assigned in class on Monday, February 20.
- Groups will meet in class Monday, February 27 to discuss the subject matter for the video; subject matter must be approved by the professor no later than Monday, March 6.
- The content of the video should be such that the viewer can easily identify the intended audience, the intended purpose, and the intended impact of the video presentation.
- Each member of the group must have an onscreen role in the video.
- Completed videos will be shown during class on Monday, April 24.
- Completed videos are due through d2l Dropbox no later than Monday, May 1.

Websites that might be helpful include:

Screencast-O-Matic free screen reporting software
<https://screencast-o-matic.com/home>

Incompetech free music and other resources
<http://incompetech.com/wordpress/>

The grading grid is on the next page.
Grading grid for videos

	A Range	B Range	C Range
Content	<p>Intended audience is easily identifiable</p> <p>Purpose is easily identifiable</p> <p>Desired impact is clear and achievable</p> <p>Approach to the content/topic is pastorally appropriate</p> <p>Dialogue/script and other materials are substantive and persuasive</p> <p>Questions that intended audience might have are anticipated and answered effectively</p>	<p>Intended audience is somewhat identifiable</p> <p>Purpose is somewhat identifiable</p> <p>Desired impact is for the most part clear</p> <p>Approach to the content/topic is not completely pastorally appropriate</p> <p>Dialogue/script and other materials have some substance but are not entirely persuasive</p> <p>Questions that intended audience might have are either not anticipated or not answered somewhat effectively</p>	<p>Intended audience is not identifiable</p> <p>Purpose is not identifiable</p> <p>Desired impact is unclear</p> <p>Approach to the content/topic is not pastorally appropriate</p> <p>Dialogue/script and other materials lack substance and are not persuasive</p> <p>Questions that intended audience might have are neither anticipated nor answered effectively</p>
Delivery of video presentation	<p>Presenters make good eye contact with audience and speak clearly and project their voices so that all can hear</p> <p>Length of video is appropriate to context, purpose, and desired impact</p> <p>Video engages audience and keeps its interest</p> <p>Video is visually appealing</p> <p>Music, if used, is appropriate to context</p>	<p>Presenters make limited eye contact with audience and for the most part, speak clearly and project voices so that all can hear</p> <p>Length of video is appropriate to context, purpose, and desired impact</p> <p>Video does not fully engage audience and keep its interest</p> <p>Video is not completely visually appealing</p> <p>Music, if used, is somewhat appropriate to context</p>	<p>Presenters have poor or no eye contact with audience and do not speak clearly and/or cannot be heard by all</p> <p>Length of video is inappropriate to context, purpose, and desired impact</p> <p>Video does not engage audience and keep its interest</p> <p>Video is visually distracting</p> <p>Music, if used, is not appropriate to context</p>

**AV Assignment EMP4000
Group grade distribution form**

Name _____
(please print)

This form is meant to provide a sense of how much each member of the group contributed to the work. If everyone contributed equally, then you should indicate that each should receive 100% of the grade – i.e. if the grade is 93, each would receive a grade of 93. If a member of the group did not fully participate – e.g. failed to meet agreed upon deadlines – you should show that by indicating that he or she should receive X% of the grade – i.e. 95% would mean the individual would receive a grade of 88, 90% would be a grade of 84, etc. Please be honest in your evaluation of yourself as well as the other members of you group.

Please note, the professor makes the final determination of the actual grade received.

I deserve _____ % out of 100% of the grade

Based on their participation and contribution to the video project other group members deserve:

Name _____ % out of 100%of the grade
(please print)

Name _____ % out of 100% of the grade
(please print)

Name _____ % out of 100% of the grade
(please print)