

SYLLABUS

CS251/252 Religious Leadership, Organization, Administration and Finance in Context

United Theological Seminary of the Twin Cities

Fall Semester, 2010, Thursdays 6:00 - 9:15 pm

Instructor: Trish Greeves Office: 226 MacMillan Center Phone: 651 255-6140
Email: tgreeves@unitedseminary.edu Home Office Phone: 763-557-6818
Office Hours: Thursday & Tuesday afternoons. Please request appointments by email.
Small Group Facilitator: Bill Mate bmate@unitedseminary.edu

Course Description

Utilizing a placement in a congregation and a concurrent seminar, we will explore issues, theories and practices for the exercise of leadership in religious organizations. The primary methodological approach of the course is reflection on practice. Such praxis involves: (1) the students' own exercise of leadership as interns in ministry; (2) analysis of congregational systems operating within larger social contexts; and (3) theological reflection on communal and ecclesial systems and leadership practice. Individualized learning goals will be defined as part of the supervision and evaluation process.

Course Objectives

- a. To further develop skills for contextual analysis, theological reflection, and self-awareness in community.
- b. To practice assessing and understanding congregational dynamics and systems.
- c. To learn the purpose, methods, and importance of congregational planning, financial accounting and stewardship, and conflict management.
- d. To acquire understanding and application of leadership tasks, goals, and styles as related to the role of a pastor in a local congregation.
- e. To establish a collegial setting within which to explore the experience, meaning, and practices of parish ministry.

Course Requirements

- a. Participation in the life, leadership, and worship of the field setting as agreed upon between the field instructor and the student, including regular theological reflection on ministry with your supervisor and student responsibility for convening and facilitating monthly Leadership Advisory Group (LAG) meetings.
- b. Timely reading of the assigned material, regular class attendance, and thoughtful participation in class and small group discussions.
- c. Timely response to required on-line posting assignments.
- d. Preparation and submission of all written assignments.
- e. Scheduling a site visit by the course instructor to your field setting. See details about site visit expectations in the *Handbook for CS251/252*.
- f. Offering a brief prayer or other devotion for the opening of class at least once during the year. This should be related to the subject matter for the day.

Course Structure

CS251 and CS252 are taken in sequence in the same academic year. Although students must register for them separately in the Fall and the Spring semesters respectively, and although separate grades will be submitted, they will be taught as a single year-long course and credit will not be given for one semester without the other.

The weekly three-hour seminar at UTS will typically be divided into three parts with the first hour being a didactic plenary session related to the assigned readings and the explanation of upcoming assignments. The second hour will be in a smaller group setting for more in depth discussion and reflection related to assigned readings and field site experiences. The third hour is reserved for processing case studies. Each student will present one case study per semester.

Course Policies

a. Class participation is crucial for the learning process as we discuss together our experiences in ministry and leadership. Class participation involves (1) respectful listening and constructive conversation; (2) being prepared to discuss reading and assignments for the week concerned; (3) ability to offer constructive and respectful feedback to one's peers in conversation; and (4) willingness to reflect honestly and openly on one's own ministry in conversation with others--that is to receive as well as to offer feedback; and (5) punctuality with regard to beginning and ending times--including the time allotted for breaks.

b. Attendance. A student normally cannot pass the course with more than two absences from class, unless the absences are due to extreme circumstances. (Extreme circumstances are extended severe illness of the student or those persons dependent upon the student, or a death among those close to the student.) Instructors should be notified for all absences from class. If you need to be absent from your contextual learning site, you also need to notify your supervisor. As well as being an opportunity for an individual's learning, one's presence is also a matter of supporting and keeping faith with one another in a community of learning.

c. Grading. CS251/252 is taken for Pass/No Credit rather than for letter grades. As a general guideline, one-third of the instructor's evaluation will be based on the field evaluations and site visit; one-third on class participation and on-line forum postings; and one-third on the quality of the written assignments. Individual assignments failing to meet the minimal expectations described in this syllabus will be returned for further work and resubmission.

d. Confidentiality. Some of the material discussed in class is of a confidential nature and should not be discussed outside of class. This is not so for lectures and discussion of the reading, but it is so for real-life case studies and disclosures by fellow students of their experience in ministry and the experiences of their congregants. Even in the context of the seminar itself, the identities of individuals mentioned in case studies should be disguised as well as possible.

Required Texts

Rev. 1 6/22/10

Ammerman, Nancy T., Jackson W. Carroll, Carl S. Dudley, and William McKinney. *Studying Congregations*. Nashville: Abingdon, 1998. ISBN 0 687 00651 1

Farber-Robertson, Anita. *Learning While Leading: Increasing Your Effectiveness in Ministry*. Alban Institute, 2000. ISBN 1 56699 230 3

Parsons, George and Speed B. Leas. *Understanding Your Congregation as a System*. Alban Institute, 1993.

Vol. 1 *Congregational Systems Inventory*. ISBN 1 56699 121 8

Vol. 2 *The Manual*. ISBN 1 56699 118 8

Thompson, George B., Jr. *How to Get Along with Your Church: Creating Cultural Capital for Doing Ministry*. Cleveland: Pilgrim, 2001. ISBN 0 8298 1437 X

Personal Selection - Students will be required to read and report on one of these texts or choose another text representing a minority or alternative context:

Angrosino, Michael V. *Talking about Cultural Diversity in your Church*. Altamira, 2001
ISBN 0-7591-0179-5 or 0180-9

Deck, Allan Figueroa; Yolanda Tarango; and Timothy M Matovina, Editors. *Perspectivas: Hispanic Ministry*. Kansas City, MO: Sheed & Ward, 1995. ISBN 1 55612 770 7

Foster, Charles R. *Embracing Diversity: Leadership in Multicultural Congregations*. Alban, 1997. ISBN 1-56699-181-1

Hinnant, Olive Elaine. *God Comes Out: A Queer Homiletic*. Cleveland: Pilgrim Press, 2007.
ISBN 13:978 0 8298 1730 0

Kondrath, William M. *God's Tapestry: Understanding and Celebrating Differences*. Alban Institute, 2008. ISBN 978 1 56699 363 0

Massey, Floyd Jr. and Samuel Berry McKinney. *Church Administration in the Black Perspective*. Revised ed. Valley Forge: Judson Press, 2003. ISBN 0 8170 1453 5

Tseng, Timothy, et al. *Asian American Religious Leadership Today: A Preliminary Inquiry*. Pulpit and Pew Research Report on Pastoral Leadership. Durham, NC: Duke Divinity School, 2005.
ISBN 0 9725644 9 7

Russell, Letty M. *Church in The Round: Feminist Interpretation of the Church*. Louisville: Westminster/John Knox, 1993. ISBN 0 664 25070 X

Sample, Ted. *Blue Collar Resistance and the Politics of Jesus: Doing Ministry with Working Class Whites*. Nashville. TN: Abingdon Press, 2006. ISBN 0 687 33502 7

Sinkford, William G., Ed. *The Unitarian Universalist Pocket Guide*, Fourth Edition. Boston, Skinner House Books, 2004. ISBN 1 55896 478 9

Smith, Christine Marie. *Preaching Justice: Ethnic and Cultural Perspectives*. Cleveland: Pilgrim Press, 1998

Recommended Texts - Not required to be purchased. May be referenced in lecture and useful for written assignments. Available on reserve for review and follow up according to individual interests and needs. Also available in the bookstore.

Carroll, Jackson W. *As One With Authority: Reflective Leadership in Ministry*. Louisville: Westminster John Knox, 1991. ISBN 0 664 25168 4

Crumroy, Otto F., Jr., Stan Kukawka and Frank M. Witman. *Church Administration and Finance Manual*. Harrisburg, PA: Morehouse Publishing, 1998. ISBN 0 8192 1747 6

Dudley, Carl S. and Nancy T. Ammerman. *Congregations in Transition: A guide for Analyzing, Assessing, and Adapting in Changing Communities*. San Francisco: Jossey-Bass, 2002. ISBN 0 7879 5422 5

Trumbauer, Jean Morris. *Created and Called*. Minneapolis: Augsburg Fortress, 1998
ISBN 0 8066 3899 0

Supplemental Texts - Used by instructor and may be referred to in lectures.

Coll, Regina. *Supervision of Ministry Students*. Liturgical Press. ISBN 081462040x.

Easum, William M. *Sacred Cows Make Gourmet Burgers: Ministry Anytime, Anywhere, By Anyone.* . Nashville: Abingdon, 1995. ISBN 0 687 00563 9

Hawkins, Thomas R. *The Learning Congregation: A New Vision of Leadership*. Louisville: Westminster John Knox, 1997. ISBN 0 664 25699 6

Russell, Letty M. *Household of Freedom: Authority in Feminist Theology*. Philadelphia: Westminster, 1987. ISBN 0 664 24017 8

Schön, Donald A. *Educating The Reflective Practitioner: Toward a New Design for Teaching and Learning in the Professions*. San Francisco: Jossey-Bass, 1987.
ISBN 1 55542 025 7

Whitehead, James D. and Evelyn Eaton Whitehead. *Method in Ministry: Theological Reflection and Christian Ministry*. Revised Edition. Kansas City: Sheed & Ward, 1995 ISBN 1 55612 806 1

Course Schedule and Reading Assignments

Part I - Getting Started

Week

1. 9/16/10 *Orientation for Students and Field Supervisors. Covenanting service.*
2. 9/23/10 *YIPES! What Am I Getting Into?*
Becoming a Learning Community and Assuming a Pastoral Role
Farber-Robinson, Ch. 1-4
Review CS251/252 Handbook & Syllabus. Bring your questions.
Be Prepared to Sign Up for a Case Study Presentation Date
3. 9/30/10 *Reflective Practice for Intentional Learning & Professional Growth*
Farber-Robinson, Ch. 5-8
Learning Agenda Worksheets Due Today

Part II - Studying Congregations

4. 10/7/10 *Scoping Out the Wider Community*
Ammerman, Introduction, Ch. 2 and (skim) 7
Case Study # 1
5. 10/14/10 *Religious Leadership and Cultural Capital*
Thompson, Ch. 1-5
Case Study # 2
6. 10/21/10 *Methods to Study and Describe a Church*
Ammerman, Ch. 1 and 3
Wider Community Descriptions: Oral Presentation & Written Report Due
Case Study # 3

[Reading Week] **Unit II Inventory to be completed by 10/26/09 in preparation for 11/4 class. This is done on-line. Instructions will be provided.**

FIELD INSTRUCTOR WORKSHOP - TUESDAY, 10/26, 10am-2 pm

7. 11/4/10 *Leadership Inventory Debriefing - NCMDC*
Guest Facilitator, John Henrich, North Central Ministry Development Center
Case Study # 4

8. 11/11/10 *Process and Structures, Formal and Informal Organizational Patterns*
Parsons & Leas, Ch. 1-5 in *The Manual* and *Administer the Inventory*
Ammerman, Ch. 4
Turn in Unit II Summary Page and your response
Case Study # 5

9. 11/18/10 *Authority, Leadership, and Relatedness*
Parsons & Leas, Ch. 6-11 (skim to gain clearer definition of the scales)
(Additional On-line Articles may be identified)
Congregation Description: Oral Presentation & Written Report due
Case Study # 6

Note: Weeks 10, 11, & 12 are still being scheduled. There could be minor changes in sequence.

10. 12/2/10 *Specific Contexts - Multi-Cultural and Interracial Communities*
Guest Speaker
Small Group work with Individually selected reading
Case Study # 7

11. 12/9/10 *Specific Contexts - Alternative and Minority Ministry Communities*
Guest Speaker
Case Study # 8
Multi-cultural/alternative context posting required by 12/11

12. 12/16/10 *Gifts Differing for Building the Body of Christ*
Guest Speaker - Jean Trumbauer, Dir. of D.Min. Program,
and author of *Created and Called* and *Sharing the Ministry*
Distribute End of Semester Course/Instructor Evaluation Forms
Case Study #9

13. 12/20/10 Wrap Up and Review of Field Site Evaluations
End of Semester Evaluation Packet due at end of class
Return Course/Instructor Evaluation Form

CHRISTMAS BREAK AND JAN. TERM. The Seminar will not meet during Jan. term, but interns are expected to continue in ministry in their congregations. Note that there is an on-line posting assignment for February 8 prior to our first class meeting for the Spring Term.

CS251 On-Line Forum Posting Assignments

Log into mercury.unitedseminary.edu using your assigned password and then click on “CS251 Fall 10” under “My Links” listed on the left side of the screen. Under Activities, select Forums. Select the Posting Assignment you are responding to under the “Discussions” column and submit your reply. After you have entered your own response you will be able to review the responses of your classmates. (NB: As we are in the midst of a Moodle upgrade these instructions will need to be verified after the dust settles.)

By September 28: Start Up. What is something that has surprised you regarding how you have been perceived or received in your field church?

After Your First LAG Meeting: When did your LAG Committee meet for the first time and how did it go?

After Your First Sermon: When did you preach your first sermon? How did you feel about it? What was the most helpful feedback you received?

During Reading Week, by October 30: What's been the biggest challenge of your internship so far?

By November 28: A Thanksgiving Reflection. Describe a time when you experienced God's presence during your internship.

By December 11: Abstract from Multi-Cultural/Alternative Context Reading. Post on the forum a brief abstract (no more than 500 words) for the book you chose to read, e.g. the author's focus area, motivation, target audience, approach, helpfulness, learning for you.

By February 8: Catching Up. Name one highlight and one lowlight you've experienced in your internship since our last class meeting. [This will actually be credited as your first assigned posting for CS252.]

Summary of Written Assignments

Please put your name, box number, date submitted and Assignment Title on all written work submitted. Keep a backup copy. Graded papers will be returned to your box.

Learning Agenda Worksheet. In Green Packet and in online course materials.

To be worked on with Field Instructor during Week-1 class and discussed during week-2 class. Turn in final worksheet, signed by Field Instructor, by 9/30/09. Should be reviewed periodically with Field Instructor and LAG and may be revised for second semester.

Case Study for First Semester. Give copy to Instructor one week before scheduled presentation. Bring a copy for each member of your small group on the day you are presenting.

The case write up should not exceed three pages including background, description, analysis, and evaluation. Grading factors include (1) Choice of incident; (2) Quality of write up; (3) Learning responsiveness. Additional guidelines will be provided during Week 2 session.

Description of Wider Community

Prepare for a 15-minute small group presentation and discussion on Week 6, 10/21/10. Turn in written assignment at end of class period. The purpose of this assignment is to see the local congregation in the larger context of the community where it worships and ministers. Your job is to introduce us to this community. This should be a short (3-5 page) summary description of the area using data gathered from a walk through the neighborhood, interview(s) with a non-church member, Chamber of Commerce and US Census data, etc. Ideas for collecting the data are illustrated in Ammerman and in Dudley's *Congregations in Transition* (on reserve in library). Additional resources will be posted on Moodle. Appropriate information might include prominent area geographic features; demographic data; housing, recreation, educational, commercial, health, and transportation facilities; historical highlights; etc.

Description of Internship Congregation

Prepare for a 15-minute small group presentation and discussion on Week 9 (11/18). Turn in written assignment at end of class period. Draw upon related lecture material and readings for descriptive parameters. Include information such as physical description; historical summary, traditions, defining stories and myths; prevailing theology and worship forms; formal and informal organization, structure, and process observations; congregational demographics; etc. Attach the one-page Parsons and Leas' *Congregational Systems Inventory* Scoring Sheet (p. 19) with some commentary related to at least three scales of particular interest. Address the implications of your observations for congregational functioning, leadership, and mission.

North Central Ministry Development Center - Unit II Testing

This should be completed on-line by 10/26/10. Details for taking the inventory will be provided. Results will be debriefed in class on 11/4. A copy of the summary overview (Snapshot, page 14 of the report) should be turned in on 11/11/10 along with a one-page personal response (e.g. surprises, disagreements, connections/variances with site evaluations, item(s) you want to work on, etc.). This may also be profitably shared with your LAG.

End of Semester Evaluation Packet

To be discussed in class on 12/20/10, Week-13. Student is responsible for coordinating the process in a timely manner including LAG evaluations, which should be solicited and discussed prior to the evaluative conversation with field instructor; the field instructor's evaluation of student; the student's self-evaluation; the student's evaluation of the field instructor; and the cover sheet describing the evaluative conversation between the field instructor and the intern. This process is described in the *CS251/252 Handbook*.

Additional Materials in Green Folder

Handbook for CS251/252

Learning Agenda Worksheet

Qualities and Competencies for Leadership in Communities of Faith

Indicators of Integration

End of semester evaluation materials

Sexual Harassment Policy

See also the UTS [Masters Student Handbook](#) for other relevant policies, such as that on extensions and inclusive language [2008-2009 edition, pp. 47-8, 113]