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PT 651 and PT 652 Pastoral and Public Studio for Strategic Leadership

Fall and Spring terms 2018-2019 (6 units)

Studio Class Dates: **September 24, October 1st, October 13th, October 15th, November 5, November 19th. Class Times will be 2-5pm except October 13 and 15 which will have extended times 9:00am-5:00pm for fall in residence intensive.**

Prerequisites: Students are expected to have completed foundational PT courses (PT 500, PT 501, PT 502 and PT 551.) Students are advised not to register in Studio while also trying to complete a CPE or other field-based work. PT 551 can be taken concurrently to Studio.

Purpose

Theologically trained professionals serving congregational or social ministries, agencies, organizations, and other institutions are continually presented with a changing context and the need for their organizations to respond. One of the critical leadership challenges is to identify opportunities which are truly strategic and then to assist the organization to embrace the occasion. This complex skill set requires an ability to read, interpret and move in the direction of the *missio Dei* in very concrete ways in widely diverse settings.

This course provides an opportunity for those preparing for pastoral and public leadership to combine instruction in leadership theory and theology with on-the-ground experience of discerning and developing leadership challenges and ministry opportunities. Within a collaborative, creative, experiential and educational environment, students (and mentors) will work to discern and develop strategic leadership capabilities within a particular community and/or congregation. A broad range of partners in church and society may become involved in the project, thus presenting learning opportunities for inter-disciplinary collaboration. In all cases, we will understand the leadership opportunity to be one of serving the community in its desire to experience the *missio Dei*, or flourishing of life, in a specific context. The studio mentors and instructors will assist the students to research, prepare, exercise and evaluate their leadership in the context in which they are situated. In conversation with the Studio Instructor, (in prerequisite course PT 502 Leadership In Context) students select their learning sites and mentors on the basis of the criteria related to promise of learning opportunity for leadership. Professionals from the broader community attending the course bring a leadership challenge/opportunity from their own context (identified in application to register for course credit/audit).

Students in the Public and Pastoral Leadership Studio will:

- Be introduced to key concepts in pastoral and public leadership and mentored in the practices of leadership
- Practice peer learning, support and accountability
- Reflect critically and constructively on all aspects of the team's work: inter-personal relationships, analysis, planning, consulting, delivery, and evaluation of effectiveness of leadership offered
- Reflect theologically on the exercise of leadership in context

Competence Objectives:

Competence will be demonstrated through:

- Knowledge and practice in fundamental leadership skills such as listening, storytelling, communication and assessment of context and people
- Essential leadership functions including development and leadership of a team, the ability to develop and deliver effective presentations, the ability to make tough choices and to assess the relationship of their own gifts and call to a particular project
- The critical self-knowledge, emotional and spiritual maturity necessary for effective leadership, including reflection upon their exhibition of key character attributes such as authenticity, integrity, courage, humility and service
- Ability to conduct contextual/critical analysis to inform/guide exercise of strategic leadership including executing of goals and direction arising from peer discussion on leadership situations, critical incidents and or verbatim reports.
- Ability to appropriately communicate theological insights and wisdom across sectors in collaborative pastoral and public settings. Ability to "read" the story of God and participate in the missio dei in their particular context.
- Ability to work collaboratively and exercise conflict-management effectively
- Ability to work in a team to plan, problem-solve, implement and evaluate progress toward a particular goal or project
- An ability to articulate and follow an ethical and theological framework for decision-making and action

Format and Content:

Students will meet together in bi-weekly classes term (September – April) and one intensive per term with the Studio instructor who will employ a variety of teaching methods to offer instruction and guide reflection on the experiential learning at the heart of this course. On-line access to the instructor will supplement in-class instruction.

Texts Studio Textbooks have not been pre-ordered to UBC Bookstore. Students will have to purchase online or from former students or access library reserve.

Sharon Daloz Parks, Leadership Can Be Taught. Harvard Business School Press, 2005.

Brene Brown, Daring Greatly: How the Courage to be Vulnerable Transforms the Way We Live, Love, Parent, and Lead. Publisher: Penguin Putnam Inc (Jan. 1 2013) or [Kindle]

Ronald A. Heifetz, Marty Linsky, Leadership on the Line: Staying Alive through the Dangers of Leading. Harvard Business School Press, 2002. \$20.65 or [Kindle]

John Kotter, Leading Change. Harvard Business Press or [Kindle]

Annette Simmons, The Story Factor: Inspiration, Influence, and Persuasion through the Art of Storytelling. Basic Books. 2006. \$14.97 or [Kindle]

Margaret Wheatley and Deborah Frieze, Walk Out Walk On: A Learning Journey into Communities Daring to Live the Future Now. Berrett Koehler Publishers Inc., 2011

Additional Texts (Spring Term)

Beth Ann Estock and Paul Nixon, Weird Church: Welcome To The Twenty-First Century. Pilgrim Press, 2016.

Dwight Friesen, Paul Sparks and Tim Soerens, The New Parish: How Neighbourhood Churches Are Transforming Mission, Discipleship and Community. IVP Books, 2014.

Shaun Loney, An Army of Problem Solvers: Reconciliations And The Solutions Economy. McNally Robinson, 2016.

Sara Miles, Take This Bread. Ballantine Books, 2007.

COURSE POLICIES

1. **Attendance** For a biweekly course, VST requires at least 80% attendance. For an intensive course, VST requires 100% attendance.
For *on-campus students*, this means attending class on time with no more than 2 allowable absences for any reason. For *distance students*, this means attending class through Adobe Connect synchronously and residential attendance for term intensives.
2. **Reading and assignments** Students are expected to read all required assignments before class and to complete all assignments as outlined in the syllabus within the specified dates of the course and term.
3. **Academic honesty** Students are expected to adhere to VST's requirements for academic honesty as published in the Student Handbook.
4. **Inclusive language** In speaking and writing, inclusive language is expected when making reference to humans and a variety of metaphors are anticipated when making reference to God.
5. **Assignment and Course Evaluation**
 - Course evaluations at VST combine a letter grade system (A+ to B-; course failure is "Not Approved") including narrative comments based on the competencies of the course. No number grades or weights of assignments are calculated, nor are final grades given numerical equivalents.
 - Individual assignments within a course are given narrative evaluations, that is, APP (Approved) or INC (Incomplete) with narrative comments, based on the competencies and expectations set for that assignment. One re-write is allowed on any assignment that is INC. The re-written assignment is due two weeks after the work is returned. The final evaluation for an assignment can be APP or NAPP after a re-write.
6. **Late assignments**
Submission of assignments on time is a part of academic, professional and pastoral competence and a part of every course at VST. All assignments in courses are due on the dates specified in the syllabus. Failure to submit an assignment on time will be noted in the narrative evaluation of an assignment. Repeated failure to submit assignments on time may affect the final grade for the course.
7. **Limitation on use of social media**
Ordinarily, the use of electronic devices in the contexts of classrooms or meetings will be to support the learning, formation, or agenda at hand.
8. VST is committed to creating safe space and an inclusive learning environment. If you have a diagnosed or suspected learning disability, chronic condition, mental health concern, or physical requirement which you anticipate may impact your participation in this class, you are encouraged to discuss your needs with the instructor and the Dean within the first week of classes.

Expectations, Assignments and Evaluative Criteria

This course will fulfill two units of Theological Field Education (TFE) hours, integration and supervision.

In addition to spending 8 – 12 hours in your leadership practicum each week, you will be expected to:

1. Be physically, emotionally, spiritually and intellectually present for the studio session and other studio participants.
2. When assigned write a blog (no more than 250 words) in response to the previous class. Weeks when this is required are noted on the syllabus.
3. Present, twice per term, some aspect of a leadership situation in which you are involved. This includes a minimum one-page summary of the situation as per the format below (mandatory).
4. In 7 minutes tell the story of your engagement with a leadership virtue or characteristic. This presentation will not be an abstract discussion but will emerge out of your experience of the presence or absence of the virtue or characteristic in some situation requiring the practice of leadership. Submit a one-page summary of your presentation.
5. Prepare a 1500-2000 word integrative paper (or other project agreed upon with the Studio leadership) to be submitted by end of term.
6. A key method of the studio is small group work. These are leadership groups where you will reflect with peers and an instructor on leadership situations and provide feedback to others. These groups are assigned.