

## **PT 651: Pastoral and Public Studio for Strategic Leadership**

### ***The Studio***

**Fall 2022**

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**Purpose:** *PT 652 follows this course in Spring Term 2023 and is its required completion.*

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. A key critical leadership challenge is to identify opportunities which are truly strategic and then to assist the organization to embrace the occasion.

The Studio for Strategic Leadership (*The Studio-PT651/PT652*) is designed to be a crucible into which we bring ourselves – our gifts, hopes, vulnerabilities, strengths, weaknesses, uncertainties, experience – so that we may become transformed, effective leaders. It is a different kind of classroom. We will consider this question, among others: ‘How can we act from the future that is seeking to emerge?’ (Scharmer) as we also seek to engage the *missio Dei* (“the good news that God is a God-for-people”, Bosch).

Here there will be 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. Alongside *The Studio*, students will be located in a ministry/leadership site, with a mentor/supervisor, where they will engage in a collaborative, creative, experiential and educational environment. A broad range of partners in church and society may become involved in the project, thus presenting learning opportunities for interdisciplinary collaboration. In all cases, we will understand the leadership opportunity to be one of serving the community 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 the prerequisite course PT 502 *Leadership In Context*), students will have selected their learning sites and mentors on the basis of the criteria related to the promise of the best learning opportunity for their leadership.

#### **Students in *The 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 Studio* team’s work: interpersonal relationships, analysis, planning, consulting, delivery, and evaluation of effectiveness of leadership offered
- Reflect theologically on the exercise of leadership in context.

**Prerequisites and restrictions:** Students are required to have completed foundational courses in Practical Theology (PT500, PT501, PT502 and PT551.) A successfully completed project proposal emerging from work in PT502, completes the work of TFE I, which is also a prerequisite for PT651/*The Studio*/TFE II. Students cannot proceed to *The Studio* without a Field Education project proposal, approved by the Director of Theological Field Education. Students are advised not to register in *The Studio* while also registered in CPE or other field-based work. PT 551 can be taken concurrently to *The Studio*.

This course is available in-person and synchronously only.

#### Competencies Related to Course

1. Knowledge and practice in:
  - a) *Fundamental leadership skills* such as listening, storytelling, communication, providing feedback and the assessment of context and people.
  - b) *Essential leadership functions* including the development, participation in and leadership of a team, the ability to work collaboratively, to problem-solve, to plan, implement and evaluate progress toward a goal or project to exercise conflict-management effectively, to develop and deliver effective presentations, to make tough choices and to assess the relationship of one’s own gifts and calling to a particular project.
2. The *critical self-knowledge*, emotional and spiritual maturity necessary for effective leadership, including reflection upon one’s expression of key character attributes such as authenticity, integrity, courage, humility, and service.
3. Ability to appropriately *reflect on and communicate theological insights* and wisdom across sectors in collaborative pastoral and public settings. Ability to ‘read’ and ‘participate’ in the story of God.
4. The ability to conduct *contextual/critical analysis* to inform/guide exercise of adaptive leadership including executing of goals and direction arising from peer discussion on leadership situations, critical incidents and/or leadership situation reports.
5. The ability to articulate and follow *an ethical and theological framework* for decision-making and action.

#### Course Organization and Calendar

The course is built on two interconnected arenas for learning:

1. **Field Site – TFE II:** Students will be engaged in a leadership practicum for 8-12 hours per week of the term (excluding Reading Week). The practicum will be in a site with a mentor, both of which will have been approved by the Interim Director of Theological Field Education.

2. **The Studio:** Students meet in a class we describe as *The Studio* for presentations and discussions with faculty and peers. The schedule for *The Studio*/PT651 in Fall 2022 may be impacted by continuing issues related to the global COVID-19 pandemic.

3. **Calendar for Fall Term 2021:**

NOTE: All distance students must be synchronous only.

Sept 12, 2-5 pm, Sept 26, 2-5 pm, Oct 3, 2-5 pm.

INTENSIVE ONSITE WEEKEND: Thurs, Oct. 20: 6-9pm; Fri., Oct. 21: 10am – 5pm; Sat., Oct. 22: 12pm - 5pm. Students will be expected to be onsite at VST for the entire intensive.

Nov 7, 2-5 pm, Nov 21, 2-5 pm.

On-line access to the instructor will supplement in-class instruction. PT652 follows this course in Spring 2023 and, together with PT651, these two courses and concurrent field work fulfill two units of Theological Field Education (TFE II).

### Course Expectations and Assignments

*These will be more fully described in the syllabus.*

1. Be physically, emotionally, spiritually and intellectually present for *The Studio* session and with other studio participants.
2. Students will be expected to work in small groups at various points in the course. In these groups, students will reflect with others on leadership situations and provide feedback to others.
3. There will be a mix of oral and written presentations.

### Required Texts

*Specific readings will be noted on the syllabus. Other shorter readings will be made available on Canvas. **Texts have not been pre-ordered at the UBC Bookstore, although some may be available there. Students are advised to purchase online, from former students or access library reserve.***

Brené Brown, *Dare to Lead: Brave Work, Tough Conversations*. Whole Hearts Random House, 2018.

Ronald A. Heifetz, Marty Linsky, *Leadership on the Line: Staying Alive through the Dangers of Leading*. Harvard Business Review Press, 2017 (2002).

Grace Ji-Sun Kim and Susan M. Shaw, *Intersectional Theology: An Introductory Guide*. Fortress Press, 2018.

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.

**One** of the following:

Esi Edugyan, *Out of the Sun: On Race and Storytelling*. House of Anansi Press, 2021.

Gareth Higgins, *How Not To Be Afraid: Seven Ways to Live When Everything Seems Terrifying*. Broadleaf Books, 2021.

### Additional Bibliography

*Some shorter readings may be assigned on the syllabus from these and other texts.*

Arthur Boers, *Servants and Fools: A Biblical Theology of Leadership*. Abingdon Press, 2015.

Ronald A. Heifetz, *Leadership Without Easy Answers*, Belknap, 1994.

John Kotter, *Leading Change*. Harvard Business Review Press. 2012 (1996).

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

C. Otto Scharmer, *Theory U: Leading from the Future as It Emerges*. Berrett-Koehler, 2009.

### Course Policies

- 1. Attendance:** Since *The Studio* does not meet every week, and engagement with peers is extremely important in the course design, 100% attendance and full participation is expected. No more than one allowable absence for any reason. If you need to be absent, please inform the course instructor in advance. Being on time for class is expected as a demonstration of leadership, respect for others and as an aspect of readiness for ministry and leadership. Note the specific attendance requirement for the October Intensive (above).
- 2. Reading and assignments:** Students are expected 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:**  
Students in *The Studio* will have a combination of oral and written assignments which will be evaluated.
  - 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.

Limitation on use of social media

#### **7. Electronic equipment**

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. Support**

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.

#### **9. Visibility on Zoom**

Synchronous distance students are ordinarily required to be visible on the screen (via Zoom) during class time.