PT 651: Pastoral and Public Studio for Strategic Leadership

Fall 2019

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Purpose: *PT 652 follows this course in Spring 2020 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 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. 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 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 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 Studio 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

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

Competencies Related to Course

• 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' and 'participate' in the story of God

• 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

Course Organization

The course is built on two interconnected arenas for learning:

1. 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 normally have been approved at the end of PT502, *Leadership in Context*. .
2. Students will meet in The Studio (PT651) on these scheduled dates: Sept. 9, 23; Oct. 7, 17-19 (on-site intensive); Nov. 4 & 18.

   On-line access to the instructor will supplement in-class instruction.
   This course will fulfill two units of Theological Field Education (TFE II)
   PT 652 follows this course in Spring 2020 and is its required completion.

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. **Studio 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).

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

Annette Simmons, *The Story Factor: Inspiration, Influence, and Persuasion through the Art of Storytelling.* Basic Books. 2006 (2001).

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.

Reference Texts

Some shorter readings may be assigned from these texts.

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

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

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

Course Policies

1. **Attendance:** VST requires at least 80% attendance.
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:**
   - 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.