

Syllabus
Leadership and Administration:
A Seminar in the Theology and Practice of Congregational Ministry
Congregational Ministry 419, 3 Credit hours
Spring, 2009
Mondays, 6-8:45, Schlegel Hall 120
Professor David R. Sawyer

This online syllabus should be used to gain a better understanding of the content and focus of a course. The syllabus given out in the class may differ from this online version and its content supersedes that of the online syllabus.

Course Description

In this seminar style class, participants will reflect theologically on the practice of leadership and administration in congregational ministry, begin the formation of effective approaches to administrative leadership in the church, and build a spiritual, intellectual and pastoral repertoire for addressing the practical issues of the organizational life of a congregation. Topics for research and reflection include: comparative analysis of leadership styles from various American cultures, adapting leadership style to the culture and size of a congregation. hierarchies and networks as alternate structures for leadership, the ministry of the laity, personnel, financial, and program administration, and nurturing healthy structures in the church.

Objectives

- To reflect theologically on the practice of leadership and administration in congregational ministry.
- To use reflection, experience, and mutual discernment to begin the formation of effective approaches to administrative leadership in the church.
- To build a spiritual, intellectual and pastoral repertoire for addressing the practical issues of the organizational life of a congregation.

Main Content Themes in the Seminar

- Comparative Analysis of Leadership Styles from different American traditions (African, European, Hispanic American, Women's styles)
- Ecclesiology and Practice in the organizational life of a congregation—the roles of covenant and transformation in the structures and stories of the church.
- Theology and practice of wise, mature congregational leadership—freedom and communion of the leaders and the members.
- Adapting leadership style to the culture and size of a congregation.
- Hierarchies and networks as alternate structures for leadership
- The Ministry of the Laity
- Personnel Administration in the Church
- Financial Administration in the Church
- Program Administration in the Church
- Nurturing Healthy Structures in the Church

- Super-systems and the congregation: denominational and community relationships.

Teaching Methodology

This course will be taught as a seminar, with students taking responsibility for dialogue and reflection on each of the themes of the course based on the assigned readings and their own experience and research on the topic. The professor will also be responsible for dialogue and reflection on some of the topics. The basic methods of practical theology will be utilized by the students for their work.

Course Requirements

- Each student will, have a “supervisory consultation” with the professor to set learning goals for the course, and to determine what grading method will work best to insure the student’s motivation and best learning. Options include, but are not necessarily limited to: professor assigning grades, class members assigning grades, or self-grading. Grading will ordinarily be based on the quality of theological reflection, extent of integration of topics and information included in the syllabus, and demonstrated progress toward more effective approaches to administrative leadership in the church.
- Each student, individually or preferably in collaboration with other students, will design and lead the class in one or more dialogical learning experience (DLE) on a theme for the course. As a reminder, any student planning to use a power point presentation for the DLE should have already received “multimedia lectern training” through the seminary’s Information Technology Department.
- Each student will write a ten-page personal practical theology of leadership and administration in the church, integrating the themes and readings of the course and reporting the ways this course has formed and transformed the student into a more effective leader and administrator. These papers will be shared with all class members electronically. Papers are due no later than May 11.
- M. Th. and D. Min. students will write an additional fifteen page paper on a topic of leadership and administration in the church approved by the professor. Ordinarily such papers will fit into the theme and preparation of the student’s Thesis or Project in Ministry. Papers are due no later than May 15.

Academic Honesty

All work turned in to the instructors is expected to be the work of the student whose name appears on the assignment. Any borrowing of the ideas or the words of others must be acknowledged by quotation marks (where appropriate) and by citation of author and source. Students unfamiliar with issues relating to academic honesty can find help from the staff in the Academic Support Center and should make use of the available resources at an early date, since violations of seminary policy on academic honesty can lead to a failing grade for the course.

Inclusive Language

The use of inclusive language in course work is a policy of Louisville Presbyterian Seminary. Direct quotations from theological texts and translations of the Bible do not have to be altered to conform to this policy. In your own writing, however, avoid language for people that leaves out part of the population or perpetuates stereotypes. Do not assume masculine gender when the gender of the person is unknown. When referring to God, you are encouraged to use a variety of images and metaphors. See http://www.lpts.edu/Academic_Resources/ASC/avoidinggenderbiasinlanguage.asp.

Accessibility Issues

Any student who has issues of access, various learning abilities, or environmental sensitivities is invited to speak to the professor early in the term.

Class Attendance

Students are expected to attend all scheduled meetings of the course, except for illness or other valid reasons.

Required Reading

Starred items are recommended for the student's own library. Other items are on reserve in the library.

- Berry, Erwin. *The Alban Personnel Handbook for Congregations*. Washington: Alban, 1999. ISBN 1566992141
- *Bos, Johanna. *Making Wise the Simple*. New York: William B. Eerdmans, 2005. ISBN-10: 0802809901. Introduction, Part I, Ch. 1, Part III, Ch. 1, Part V, Ch 1.
- Collins, Jim. *Good to Great and the Social Sectors: A Monograph to Accompany Good to Great*. Published by Jim Collins, 2005. ISBN 15-978-0-9773246\\
- *Goleman, Daniel, Richard Boyatzis, Annie McKee. *Primal Leadership: Realizing the Power of Emotional Intelligence*. Cambridge, MA: Harvard Business School Press, 2002. ISBN: 0-9773264-0-3
- Harris, James H. *Pastoral Theology: A Black-Church Perspective*. Minneapolis: Fortress, 1991. ISBN: 0800625021
- *Heifetz, Ronald A., and Marty Linsky. *Leadership on the Line: Staying Alive through the Dangers of Leading*. Cambridge: Harvard Business School Press, 2002. Hardback, 250 pp. ISBN 1578514371.
- Hoge, Dean. Et al. *Plain Talk about Churches and Money*. Washington: Alban, 1997. ISBN: 1566991854
- *Kotter, John, and Holger Rathgeber. *Our Iceberg is Melting: Changing and Succeeding Under Any Conditions*. New York: St. Martin's Press, 2005. ISBN: 031236198X.
- Mann, Alice, *The In Between Church: Navigating Size Transitions in Congregations*. Washington: Alban, 1998. ISBN 1566992079

- Massey, Floyd, Jr. and Samuel Berry McKinney. *Church Administration in the Black Perspective*. Valley Forge: Judson Press, 2003. ISBN 0817014535
- Miller, Rex. *The Millennium Matrix*. San Francisco: Jossey-Bass, 2004. ISBN-10: 0787962678
- Morris, H. H. *Demystifying the Congregational Budget*. Washington: Alban, 1988.
- Ng, David. *People On the Way: Asian North Americans Discovering Christ, Culture and Community*, Valley Forge: Judson, 1996. ISBN: 0817012427 (see chapter by Andrew Sung Park)
- Sawyer, David R. *Hope in Conflict: Discovering Wisdom in Congregational Turmoil*. Cleveland: Pilgrim, 2007. Introduction and Chs 3 and 8 Sent by e-mail.
- _____. *Work of the Church*, Valley Forge: Judson, 1986, ISBN 0817011161.
- *Thomas, Frank A. *Spiritual Maturity*. Minneapolis: Fortress, 2002, ISBN 0800630866
- Wheatley, Margaret J. *Finding Our Way: Leadership for an Uncertain Time*. San Francisco: Berrett-Koehler, 2005, ISBN: 1576753170.
- *Willhauck, Susan, *Back Talk: Women Leaders Changing the Church*. Cleveland: Pilgrim Press, 2005. ISBN 0829816534.
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Class Schedule, 2009

Monday Feb 9	Introductions and Overview of the Course A Mock Job Interview—what makes an effective leader? Beginning of Comparative Assessment A Hermeneutic of Leadership (Practical Theology) Differences in Leadership Styles and Skills Descriptions of dialogical learning experiences Appointments for “supervisory consultations”
Monday Feb 16	Ecclesiology and Leadership Biblical and Practical thoughts on the Church and Leadership Read for today: Bos, Introduction, Part I, Ch. 1, Part III, Ch. 1, Part V, Ch 1. Wheatley ,pp. 1-33, 64-74
Monday Feb 23	Generational Awareness and Digital Leadership Dr. Chris Hammon, The Wayne E Oates Institute and Drew University
Monday March 2	Guest Presentation, Rev. Deborah Fortel, “Wonder Woman Doesn’t Work Here Anymore” and Women’s Styles of Leadership Read for today: , Willhauck Emotional Intelligence and Leadership Resonance and Dissonance Read for Today: Goleman et al. Chapters. 1- 4 (pp. 3-69), and 6 (pp. 91-112)
Monday March 9	Cross Cultural Leadership Assessment Guest Presentation: Lewis Brogdon on Black Church Leadership? African American, Hispanic, Korean Leadership Perspective Read for today: Mercado, Harris, Massey, Park
Monday March 16	No Class Festival of Theology
Monday March 23	No Class Research and Study Week
Monday March 30	Adapting leadership style to the culture and size of a congregation. Read for today: , Mann, Dialogical Learning Experiences
Monday April 6	Wise, Mature, Transforming Leadership Read for today: Sawyer <i>Hope in Conflict</i> , Ch 8. Sawyer <i>Work of the Church</i> , Intro, Chs. 1-2, Epilogue, Thomas
Monday April 13	Dialogical Learning Experiences Personnel Administration in the Church Financial Administration in the Church Program Administration in the Church Power and Leadership
April 20	Dialogical Learning Experiences Leadership and Change Read Heifetz and Linsky, Chapters 1-4.

Kotter
Super-systems and the congregation:
denominational and community relationships.

Monday
April 27 No Class

Monday
May 4 Course Evaluation
 Toward a Practical Theology of Leadership and Administration

Papers due May 11

Dialogical Learning Experiences

Each student, either individually or in collaboration with other students, will design and lead the class in one or more dialogical learning experience on one of the Main Content Themes for the course (see the Syllabus). Choices of topics and dates will be made in the first two days in consultation with the professor.

The purpose of the DLE is to provide an opportunity for the class to learn about one or more elements of a major theme of the course. It will be based on a significant amount of reading or research on the theme by the presenter.

The learning experience is dialogical in the sense that the presenter and the other members of the class, including the professor, will mutually explore and discover new interpretations of experience and theory surrounding the theme.

Each learning experience will be no longer than 30 minutes.

The DLE will include the following parts:

- I. Introduction of the theme
The presenter will find an evocative way to encourage the group to enter into dialogue on this particular theme.
- II. Definitions
The key concepts and specific terms involved in them need to be defined in the beginning.
- III. Dialogue
A learning experience, designed and led by the presenter, for example:
 - An individual or group activity, such as a creative or expressive assignment, or a simulation or role play activity, to grasp the theme,
 - Small group exploration of experiences of concepts with report back,
 - Group discussion with special effort to be sure everyone has a chance to participate equally.
- IV. Conclusion with acceptance that what each person takes away from the experience is valid.