

IN 308W Leaders in Mission: Evangelical Public Leadership

Wartburg Theological Seminary

Spring Semester 2006, Wednesdays 10:40AM—12:30 PM

Fritschel Hall #208

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I. Course Description/Objectives:

The essential purpose of this class is to explore the nature and expression of faithful, truthful, and effective evangelical public leadership in a very fluid cultural landscape. The course will provide the occasion for students to articulate and further shape their vision for public leadership in and through the Church. Students will learn and reflect on theories and styles of leadership in a collegial environment as preparation for joining congregations (or other institutions) in their life and practice of missional ministry.

II. Course Objectives:

1. To affirm that the *Triune God* is the source and destiny of the whole creation and the Church, and within both the primary agent.
2. To see *mission as missio Dei*--that which first belongs to God--and to understand that discerning and articulating a vision in response to God's mission in the world is a context-laden practice.
3. To explore, reflect on and discuss the realities of the *diverse, multicultural "public"* of which we are a part, and the corresponding theological task of discerning and critically, pastorally examining the texture of cultural contexts on a variety of levels (local, societal, and global).
4. To identify, affirm, and further develop one's *gifts for ministry*, and to become aware of the importance of helping others to discover, identify, affirm, and use the gifts that God has given them for mission and ministry;
5. To affirm the importance of *collegiality* or partnership within the people of God on a variety of levels, and to foster a sense of collegiality within the immediate context of a small group;
6. To grow in our awareness of the congregation as a *local culture*, a living crucible for the work of God's Spirit, thus understanding the importance of *joining congregations* in their mission and ministry;
7. To *integrate* personal reflection and conversation about leadership in the classroom with the art of leading and fostering leadership in the local congregation;

8. To explore the *systemic dimension* of congregations, and deepen one's ability to engage in complex systemic analysis;
9. To integrate the aforementioned into one's own *vision for public leadership*, and, coupled with the discovery of how one's own gifts shape this particular vision, to articulate and live this vision.

III. Course Process & Procedure:

The format of the class will be collegial and flexible. Students will be active participants in shaping the course. There will be a balance between lecture/presentation, interactive feedback and discussion in the large group setting, small group conversation, and time for personal reflection and journaling. Mutual, dialogical learning is valued and expected. Regular attendance and active participation will be essential ingredients of the class.

1. There will be a four-fold movement to many class sessions as we consider the practice of leadership, specifically, evangelical public leadership in Christian congregations:
 - Introduction and *presentation* of the session focus or characteristic of evangelical public leadership, paying particular attention to biblical/theological grounding and theoretical framework;
 - *Personal reflection* and/or journaling in light of the initial presentation and in response to a focused question;
 - *Small groups* joining in conversation around the particular topic or characteristic of evangelical public leadership, responding to the presentation and/or selected readings, personal experience and reflection, and the recent experience of internship or a similar ministry setting;
 - *Dialogue and feedback* time with the whole class to process and integrate the presentation, personal reflection, group discussion, and internship/ministry experience.
2. Please see the Student Handbook for information about style guidelines for academic writing as well as Wartburg's plagiarism policy. For a helpful and brief discussion regarding plagiarism, see Wayne C. Booth, Gregory G. Colomb and Joseph M. Williams, The Craft of Research 2nd Ed., (Chicago: University of Chicago Press, 2003), pp. 201-204.
3. It is Seminary policy to provide, on a flexible and individualized basis, reasonable accommodations to students who have documented disability conditions that may affect their ability to participate in course activities or to meet course requirements. Students are responsible for informing their instructor of any documented disability by the end of the first week of class or upon subsequent diagnosis. Documentation on disability conditions is to be kept on file with the Dean of Students office.

IV. Required Reading (in order of reading):

Required:

Margaret Wheatley, Leadership and the New Science

Michael Frost and Alan Hirsch, The Shaping of Things to Come: Innovation and Mission for the 21st Century Church

Pete Ward, Liquid Church **OR** Alan Roxburgh, The Missionary Congregation, Leadership, and Liminality **OR** Henri Nouwen, In the Name of Jesus: Reflections on Christian Leadership

Clemens Sedmak, Doing Local Theology: A Guide for Artisans of a New Humanity

NOTE: Each person will read one of the texts listed below. Ideally, half of the class would read one of these books and the other half the other book. We will discuss this at the beginning of the semester.

Open Secrets: A Spiritual Journey Through a Country Church, Richard Lischer **OR** Upon This Rock, Samuel Freedman, HarperPerennial

Recommended/Suggested Reading on reserve: (in order, with corresponding dates)

Why Christian?, Douglas John Hall (2/8)

Calling & Character: Virtues of the Ordained Life, William Willimon (2/15)

Transforming Congregations for the Future (2/22)

Servant Leadership, Robert Greenleaf (3/8)

PastorPower, Martha Ellen Stortz (3/29)

A Failure of Nerve: Leadership in the Age of the Quick Fix, Ed Friedman (4/5)

Welcoming the Stranger, Patrick Keifert (4/19)

Gifts of Grace, Mary Schramm (4/19)

V. Course Schedule:

Date	Session Focus	Required Reading/Writing
Wednesday, February 1	Theories of Leadership Leadership in Context: An Exercise in Reflection & Conversation (<i>see addendum</i>)	
Wednesday, February 8	“The Wedding” Leadership after the Postmodern Turn	Read: Wheatley, <u>Leadership and the New Science</u>

Wednesday, February 15	Servants of the Story Confessing and Communicating the Gospel	Read: Frost & Hirsch (part 1)
Wednesday, February 22	Vision for Mission	Read: Frost & Hirsch (part 2)
Wednesday, March 1	Leadership Panel & Discussion	Read: Frost & Hirsch (part 3)
Wednesday, March 8	Faithful Modeling and Effective Mentoring...and Beyond	Read: Frost & Hirsch (part 4) <i>Leadership Interview</i>
Wednesday, March 15	<i>No Class—Hein-Fry Lectures</i>	Read: Freedman or Lischer
Wednesday, March 22	Novel/Memoir as Case Study	Read: Freedman or Lischer
Wednesday, March 29	Collaboration, Coactive Power and Empowerment <i>(joint Leaders in Mission session)</i>	Read: Ward or Roxburgh or Nouwen
Wednesday, April 5	Self Definition and Differentiated Leadership	Read: Ward or Roxburgh or Nouwen Exercise: <i>Who do people say that you are?</i>
Wednesday, April 12	<i>No Class</i>	<i>Holy Week/Easter Recess</i>
Wednesday, April 19	Public Theological Leadership God's Gifted People	Read: Ward or Roxburgh or Nouwen
Wednesday, April 26	Text (Ward or Roxburgh or Nouwen) and Case Study discussion	Read: Ward or Roxburgh or Nouwen

Wednesday, May 3	Evangelical Public Theology	Read: Sedmak <i>Leadership Log</i>
Wednesday, May 10	Wrap-up, Summary and Celebration	

VI. Written Assignments:

A. Leadership Interview

Before **Wednesday, March 8th**, I would like you to identify and "interview" a person you consider to be a leader. I would like you to have a live, sit-down, face-to-face conversation with this person. However, if you are the adventurous type and want to interview a far-away or difficult-to-reach person, then a phone conversation or e-mail correspondence will suffice. Essentially the goal is to get this person's perspective on leadership--what it means to lead and be a leader. What is this person's leadership "style"? How does he or she understand the role of a leader? And so on and so forth. We will generate more focused and specific questions in class. Please remind me if I forget.

B. Case study

Please generate a one-page case study that reflects a situation from your internship experience in which you were confronted with a dilemma, challenge or opportunity for leadership. These case studies will be discussed periodically in your small groups. Case studies should be ready by **Wednesday, March 1st**.

C. "Who do people say that you are?"

Find someone that you trust—someone who knows you well and will tell you the truth—and ask them this question. Then listen. You can do this anytime before **Wednesday, April 5th**.

D. Leadership Log

A log, a journal, a notebook--call it whatever you want. This is the place where you can capture virtually everything that this class evokes--musings, observations, questions, doodles, complaints, brilliant insights, ruminations, and reminders (for instance, what to do, or what not to do, the first time a parishioner launches into a tirade about the upcoming changes in the local zoning ordinance at 7:57 AM...and worship begins at 8:00 AM). If you think it, feel it, imagine it, believe it--in response to class presentations, personal reflection, small group discussion, or readings--write it down here. I would like to have these to look at by the end of class on **Wednesday, May 3rd**.

Addendum

Leadership in Context: An Exercise for Reflection & Conversation
(Based on Internship or another Ministry Setting)

1.) ***Describe:***

- ☞ The way in which your supervisor (pastoral leader) led;
- ☞ The manner in which leadership was identified/developed/supported, both lay and "staff";
- ☞ Your leadership role in this setting.

2.) ***Imagine:***

- ☞ The way in which you will lead as pastor/pastoral leader;
- ☞ The manner in which you will identify/develop/support both lay and "staff" leadership.

Each person is asked to share their leadership in context narrative with their small group and invite conversation. What does the group notice about leadership in the context described?