

80 706 Spiritual Formation and the Leader

The Reverend Dr. Frederick W. Schmidt

Summer, 2017

June 19 – June 30, 2017

Main Building - 107

M-F 1:30 pm - 5:30 pm



Course Description

Focuses on the essentially spiritual nature of the leadership task, a theology of spiritual authority, and the application of spiritual practice and understanding to the leadership challenge.



Objectives

The reading, lectures, and in-class discussion associated with this course are designed to assist in defining and integrating the student's approach to leadership with his or her understanding of ecclesiology, the vocation to ordained life, and the nature of spiritual authority. The professor will offer a specific understanding of all three and the implications of that understanding for the leadership task will be explored. Students are invited to make their own, reasoned assessment of the way in which these subjects intersect and inform one another in the context of their own ministry, but whatever they conclude, broadly speaking students can expect to have:

- Clarified his/her understanding of ecclesiology
- Clarified his/her understanding of a vocation to the ordained life
- Clarified his/her understanding of spiritual authority
- Identified the requisite spiritual commitments needed to sustain that authority
- Identify the requisite spiritual characteristics needed to sustain that authority
- Identified the leadership behaviors that correspond with that definition of authority
- Identified an approach to conflict and crisis that corresponds with that definition of authority



Texts for the class

Austin, Victor Lee. *Up with Authority: Why We Need Authority to Flourish as Human Beings*. New York: Bloomsbury T&T Clark, 2010.

Deyoung, Rebecca Konyk. *Glittering Vices: A New Look at the Seven Deadly Sins and Their Remedies*. Grand Rapids: Brazos Press, 2009.

Dozeman, Thomas B. *Holiness and Ministry: A Biblical Theology of Ordination*. New York: Oxford University Press, 2008.

Farrow, Douglas. *Ascension and Ecclesia: On the Significance of the Doctrine of the Ascension for Ecclesiology and Christian Cosmology*. Grand Rapids: Wm. B. Eerdmans, 1999.

Harvard, Alexandre. *Virtuous Leadership: An Agenda for Personal Excellence*. 2nd ed.; New Rochelle: Scepter Publishers, 2014.

van Deusen, Deborah Hunsinger and Latini, Theresa F. *Transforming Church Conflict: Compassionate Leadership in Action*. Louisville: Westminster John Knox, 2013.



Course Schedule



June 19-20: *The Leadership Task – Oriented by Ecclesiology*

Reading: Farrow, Douglas. *Ascension and Ecclesia: On the Significance of the Doctrine of the Ascension for Ecclesiology and Christian Cosmology*. Grand Rapids: Wm. B. Eerdmans, 1999.

Reflection Exercise One:

Before you read - In the first half of the exercise, describe what you believe is the operative ecclesiology that shapes your approach to leadership and the specific ways in which that ecclesiology informs your approach to leadership.

In the second half of your essay - describe the ways in which the reading from Farrow challenges, confirms, or enhances the ecclesiology that you bring to this class. Be as specific as possible in describing the possible implications of the insights you have gained from the reading.

Total length of reflection exercise: 2000 words. Date due: June 23



June 21-22: *The Leadership Task – Oriented by Vocation*

Reading: Dozeman, Thomas B. *Holiness and Ministry: A Biblical Theology of Ordination*. New York: Oxford University Press, 2008.

Reflection Exercise Two:

Before you read – Describe the theology of ordination that has shaped your ministry to date in the first half of your essay.

In the second half of your essay – Describe the ways in which the reading from Dozeman challenges, confirms, or enhances your theology of ordination. In what ways might that conversation change your approach to leadership? Be as specific as possible.

Total length of reflection exercise: 2000 words. Date due: June 25



June 23 and 26: The Leadership Task – Oriented by Virtue

Reading: Deyoung, Rebecca Konyuky. *Glittering Vices: A New Look at the Seven Deadly Sins and Their Remedies*. Grand Rapids: Brazos Press, 2009.

Harvard, Alexandre. *Virtuous Leadership: An Agenda for Personal Excellence*. 2nd ed.; New Rochelle: Scepter Publishers, 2014.

Reflection Exercise Three:

Before you read – What are the moral and spiritual virtues you value most? How do those virtues contribute to your efforts as a leader? Devote the first half of your essay to this task.

In the second half of your essay, evaluate your commitments in the light of insights derived from Deyoung and Harvard. Identify the ways in which you might attend in new ways to the cultivation of the virtues needed for leadership.

Total length of reflection exercise: 2000 words. Date due: June 29.



June 27-28: The Leadership Task – The Exercise of Authority

Reading: Austin, Victor Lee. *Up with Authority: Why We Need Authority to Flourish as Human Beings*. New York: Bloomsbury T&T Clark, 2010.

Reflection Exercise Four:

Before you read – What is spiritual authority and how do you exercise that authority? How is the exercise of authority related to your understanding of the church, ordination, and the life of virtue?

Identify how your view differs from or agrees with the understanding of authority advanced by Austin. Justify your position and support it logically.

Total length of reflection exercise: 2000 words. Date due July 1.



June 29-30: The Leadership Task – The Challenge of Conflict

Reading: van Deusen, Deborah Hunsinger and Latini, Theresa F. *Transforming Church Conflict: Compassionate Leadership in Action*. Louisville: Westminster John Knox, 2013.

Reflection Exercise Five:

Before you read – Describe your experience with conflict as a leader. How did your experiences, values, and theology inform the way you responded? Be as transparent and as honest as possible.

In the second half of your essay, describe the ways in which the reading from van Deusen and Latini speaks to those experiences. What will you do differently going forward?

Total length of reflection exercise: 2000 words. Date due: July 3.



Direction Module Four: Applied Skills, including “holy listening” and other techniques

We will devote roughly a quarter of our time in class to training in spiritual direction. The focus of this fourth module is “holy listening,” as well as the related pastoral sensibilities and techniques. Our work in the module will be confined to class and will consist of in-class discussion, readings, and practice.



Assignments and Grading

Together the five reflective essays that appear in the syllabus are the basis for evaluating the students enrolled in the class (5 x 20%). The essays should be reflective and critical. While they address the emerging vocational and ecclesial self-understanding of the student, they are not “feeling” pieces. They should be treated, instead, as an informed, solidly theological, and critical reflection on the work and formation of the student. Essays will be evaluated on that basis *and* on the basis of the student’s interaction with the reading. A passing grade also presupposes the student’s preparation for each class session, attendance, and participation in classroom discussion informed by the assigned reading.