Innovative Leadership: What’s New and What’s not in Leadership Strategies for 21st century Ministries

The purpose of this course is to learn how to lead where you are, as you are, with a new and improved skill set, custom-designed for your setting, the early 21st century and you. This third Colleague Seminar is meant to strengthen the ability to implement creative leadership practices within one’s setting while reflecting theologically on one’s leadership role.

Course Number DM 720: Colleague Seminar III, Fall, 2015

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Course Objectives:

Custom Designing Skill Sets in These interrelated areas:

- To develop leadership in the multiple and increasingly blended contexts of multifaith, “none of the above” and “spiritual but not religious” environments, as well as traditional and institutional settings.

- To learn how to create renewable, sustainable energy as a leader in yourself and in your stakeholders and institution.

- To move people from none and done to intrigued and engaged.

- To normalize conflict as leaders with people.

- To articulate the trust and authority deficits in such a way as to move them into assets of trust and a democratically achieved authority to lead.

- To teach problem solving as opportunity making.

- To manage rapid intergenerational change and conflict.

- To learn the arts of mutual mentoring.

- To learn to note patterns, trends, edges and how to evaluate what is useful in the new and the next and what is not.

Grading Policy
High Pass, pass, Low pass and fail grades will be given upon completion of the final papers. You may also get a grade of not yet and have a chance to complete your work more than once. Each paper must show that the five assigned readings were done and will be judged for clarity and manageability of your job description in its particular context.

Attendance at all sessions is assumed; no absences without express permission of the instructor.

Class participation will be 50% of the grade.

Attendance will be 10% of the grade.

The final paper will be 40% of the grade.

All assignments are due one month after the course ends to the instructor by email. Incompletes will be offered after that date or by negotiation with the instructor.

Plagiarism policy for the class can be found on Hartford Seminary’s website. ESL policy is also consistent with that of the institution.

Internet use is permitted in the classroom as long as it is not disruptive to class discussion.

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Week one

There will be problems. The legend is that harmony is normal. It is not. Conflict is normal. The legacy may be extensive denial of conflict or it may be the story of conflict resolved. Your job is to carefully move out of denial into articulation of the story your context tells about itself. The legitimacy of your authority will be the way you build trust and create safety for conflict, whether it be the story of conflict and tension resolved or conflict and tension alive, awaiting resolution.

Teach a community entry strategy. Usually this takes a year, some times more. It involves a listening to the stakeholders in an organized way. In a parish it involves a visitation program that is repeated as wellness visitations over times. In an organization or a community or a family, a similar strategy is developed.

Goal: To evaluate your congregation’s elevator speech or mission statement in the light of the next 10 years. If your context is “pre-branding” or hasn’t yet articulated a story about itself, this week will teach you how to lead the telling of that story as a legitimate leader who attends both legacy and loss, on behalf of an agreement of what to do now and next.


Read McCormick Seminary “Innovations” site. Choose one that will work for you.

Read Joseph Sittler, The Maceration of the Minister

Also choose two other readings from the list below.

Assignment: One Five Page Paper, which will accumulate to your final paper. What is the story your context tells about itself, regarding legacy (its past) and loss (what it has been through) and its next steps (your job description.) Instructor will return this paper by the next session, with comments and directions.

Week two

There are solutions. The legend is both the progressive one – we can fix everything and anything – and the newly apocalyptic one, that we are damned. A mixed legacy will probably prevail in your setting. Some will still be hopeful; others will not. You need to know and lead them all. Your job is part inspiration and part flirting with bite size possibilities. Legitimacy involves practical first steps, rarely utopian or full solutions. The goal of leadership is engagement of the stake holders by giving them the experience of success at achieving their objectives of both belonging and achieving.
This session will teach you how to follow the money and locate its story. Is it a story of scarcity and possibility or one of loss and decline and frugality? Or some mixture of both? Analyze your budget. Who does your budget say you are? Who makes decisions about what the budget is? How dusty is the budget? How fixed is the budget? How changeable is the budget?

You will learn how to make Action-Reflection a habit, particularly as it relates to what your context understands its resources – both monetary and otherwise – to be.

Read Lynn Twist, The Soul of Money.

Choose two additional resources from the list below.

Write a five-page paper that articulates the resources your context has. Does it have the resources to do what it says it is going to do? Why? Why not? As a leader, how do you create resources, raise money and raise energy? Again, this paper will be returned by the next session and will accumulate to your final direction.

**Week Three**

Learn the history of your place and its context. What chapter is it in now? What chapter does it think it is in now? Confront the narrative of decline that follows many of us around. Is it true? Or better said, how true is it? Who listens to who? Can you draw a map of power? Who do people say the leaders are? And who are they really? Is your organization a twentieth century organization or nineteenth century organization or a twenty first century organization?

Study new organizations, like the Freelancer’s Organization or Idealist.com or Google or Facebook or Accion International or Moral Mondays as organizations. What do they do that is different than what you are doing? Why are they morphing? How are they morphing? Is the idea of a different governance pattern interesting to your context? How hard is it to fill the board?

Read the entire web site of Moral Mondays and listen to Palm Sunday 2014 Sermon by Rev. Barber at the Riverside Church. April 13, 2014 is the date.


**Week Four**

Generational Management: The new and the old, the tried and the true, never tried.
What generation is your organization? Who has power, old, young, clients or providers? What does an 18 year old think of what you are doing? What does a sixty year old think of what you are doing?

Here we will learn the arts of mutual mentoring and how to link and release intergenerational activity into the organization and move beyond the clichés, like “where are the young people?” or “why do old people have all the money?”

Read Sheila Davaney, a theologian from Illiff Seminary who had directed the faith work at the Ford Foundation, recently-released report on the state of the religious, progressive movement.

https://tinyurl.com/ms8wykd

Assignment: Prepare a five page paper on generational interactivity in your organization. How does it manifest itself? What might you do to increase it on behalf of your organization’s mission? Again, this paper will accumulate to your final.

Week Five Putting it all Together

Begin to develop a custom designed job description. If you have one, we will evaluate what you are using. You will receive group and instructor feedback to your job description. Do you really know your brand and your context’s story? Do you know what your resources are? Do you know what stage of conflict and development you are in? And how is generational change affecting your work?

When people complain that clergy are a “quivering mass of availability” or “overworked while infantilizing lay people”, do you identify? How is the time famine affecting you? How? How not?

Assignment: Final Paper/Project: Plot five years out and ten years out, using your custom designed job description. In this final five page paper, you will use what you have learned doing the previous four papers.

Read Stephen Covey, How to Develop a Personal Mission Statement.

Re-Read Joseph Sittler, “The Maceration of the Minister.”

Readings

In addition to the assignments that all will read for each class, students will choose five selections with professor’s guidance, one per day and for use in the final paper. Total
reading per day (if short articles are chosen over books) should average 40 pages. Obviously students who read more will learn more. Final paper grade will show how you have used your selected readings in total of 25 written pages, with the last paper being the most succinct. Yes, brevity is a virtue in communication. It is also much more highly valued in the 21st century.

*Rebuilding Organizational Trust* by Clinton Pettus, www.Pendle Hill.com

*Real Good Church* by Molly Basquette, Pilgrim Press, 2014.


Thomas Moore, *A Religion of One’s Own: How to Make One*


Assorted Articles about Not for Profit Leadership, The Role of Lay People and the Myth of the Associate Pastor by Donna Schaper in Alban Institute’s Congregations.


“Conflict Intensity Chart: A Resource for Committees on the Ministry” Presbyterian Church, USA.


“Why are all the Black Kids Sitting Together in the Cafeteria?” by Beverly Daniel Tatum. ISBN: 978-0-465083619

“It’s All About Experience.” Caroline Tiger, Arrive, September/October 2013

A History of the Open and Affirming Movement in the United Church of Christ. UCC.org

“Streets to Dwell In: A One Look at Public Ministry” by Donna Schaper, Handout

Real Estate, Donna Schaper, Workshop on Real Estate as Mission, Hartford Seminary, Spring Course 2013.


“White Privilege and Male Privilege: A Personal Account of coming to see correspondences through work in women’s studies.” Peggy McIntosh, 1988, Working Paper No. 189. Wellesley College, Center for Research on Women Wellesley, Massachusetts 02181


“Weaving Color Lines: Race, Ethnicity, and the Work of Leadership in Social Change Organizations. Sonia Ospina, New York University, USA and Celina Su, City University of New York, USA.

“Seven Creative Models for Community Ministry” Joy Skjegstad joynonprofit@yahoo.com

“But enough about me” a New Yorker article by Daniel Mendelssohn
Joseph Sittler, “The Maceration of the Minister,” Joseph Sittler.org

*Capital Campaigns for Grass Roots Groups*, by Kim Klein

*The Roosevelt Institute on “The Next American Economy.”*


Joy Skjegstad, “Community Surveys.”

W.E.B. DuBois, *The Souls of Black Folk*

*Gender and the Social Gospel*, Wendy Deichmann Edwards and Carolyn De Swarte Gifford


Bill Moyers interview with James Cone and Taylor Branch on Dr. King’s dream of economic equality and why so little has changed.

Martin Luther King, Jr., *Where Do We Go From Here: Chaos or Community?* See also Atlantic article on King and economics.


Naomi Klein, *The Shock Doctrine: The Rise of Disaster Capitalism*


*Economic Justice for All: Pastoral Letter on Catholic Social Teaching and the U.S. Economy.*


Pope Francis, *Evangelii Gaudium*, pp. 52-75.


*Sacred Strategies: Transforming Synagogues from Functional to Visionary* by Isa Aron,


Recreating the church for the postmodern age (TCP Leadership Series) by Dr. Richard Hamm, Chalice Press, St. Louis, MO, ISBN: 13-978-0-8272-3253-2 Amazon Link

Liberating Hope!: Daring to Renew the Mainline Church (only some parts) by Michael Piazza, Cameron B. Trimble, Pilgrim Press, Cleveland, OH, ISBN: 978-0-8298-1866-4 Amazon Link


Capital Campaigns for Grass Roots Groups, by Kim Klein

The Kresge Foundation Annual Report (Kresge is the rare foundation that gives to capital needs even though it rarely gives to religious institutions. They have a sophisticated rationale about why they do capital instead of program.)

Study done by Volkart, May and Associates June – July 2010 of 1000 church capital campaigns. The main conclusion of the study is that congregations that use external consultants fare better than those who do not.

Fund-Raising Guide: Partners for Sacred Spaces. Partners for Sacred Spaces is a national organization that focuses on the maintenance and beautification of sacred spaces.

Rethinking Capital Campaigns, by Tim Schraeder.

The Highlander Center in Tennessee, all their documents for their capital campaign are state of the art.

Theology of Money, Philip Goodhue, Duke University Press.

A Theology of Money and Possessions, The City Church, Springfield, Massachusetts, Pastor Anthony Werth.
The Soul of Money by Lynn Twist. Lynn runs a highly profitable consulting service with not for profits about how to raise money. She rarely works with religious congregations although is currently moving more in that direction.


Sheila Davaney, a theologian from Illiff Seminary who had directed the faith work at the Ford Foundation, recently-released report on the state of the religious, progressive movement. https://tinyurl.com/ms8wykd


Mark C. Taylor Speed Limits: Where Time Went and Why we Have so Little left. Yale University Press, 2014. God has blessed me with a busy schedule.

Juliet Schor The Overworked American: The Unexpected Decline of Leisure.


