

FE 602: Leadership in Context (1 credit)

Prerequisites for All Field Education (FE) Courses: Completion of first seminary year or permission

Assessment: Credit/No Credit

Faculty Information:

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Overview/Course Description:

In this course you will learn some of the basics of family systems theory and the insights it provides for leaders of congregations. Anxiety, self-differentiation and the role of the non-anxious presence are topics we will explore.

Course Objectives:

1. To introduce family systems concepts as tools for understanding the context for your ministry.
2. To increase your awareness of emotional processes at work in the life of congregations.
3. To explore the dynamics of leading change.
4. To encourage reflection on your current and past experiences in ministry in order to improve as a leader in your next setting.
5. To encourage theological reflection on all of the above.

M.Div. Curricular Objectives addressed by this course: (ref. *UDTS Catalog 2015-2017*)

1. Nurture habits and disciplines of study, prayer and reflection that increase their love of God and neighbor and shape their personal and professional lives.
2. Engage contemporary theological and ethical issues with insight and humility.
3. Integrate theology and practice in all areas of life and ministry.

M.A.M.D. Curricular Objectives addressed by this course: (ref. *UDTS Catalog 2015-2017*)

1. Develop, implement, and assess strategies for missional living in a specific cultural context.
2. Develop skills and capacities for faithful and competent Christian witness

Required Text:

Steinke, Peter L., *Congregational Leadership in Anxious Times: Being Calm and Courageous No Matter What* (Rowman and Littlefield, 2006)

Course Requirements

1. Be prepared for class and faithfully participate in all class discussions and projects.
2. Complete all reading and written assignments on or before due date (please see syllabus). Please submit written assignments through Moodle. Writing assignments will include a combination of reflection questions, class projects and one longer (4-6 pages) contextual analysis paper.